DOCUMENT RESUME

ED 088 482 IR 000 316

AUTHOR Gerard, Beverly
TITLE Improvement Of American Indian Use Of The Library. Library Science Institute, University of Oklahoma (July 13 through 31, 1970). Evaluation Report.
INSTITUTION Oklahoma Univ., Norman. School of Library Science.
PUB DATE 70
NOTE 121p.

EDRS PRICE MF-$0.75 HC-$5.40
DESCRIPTORS American Indian Culture; *American Indians; Disadvantaged Groups; Field Trips; *Information Utilization; *Institutes (Training Programs); Library Education; *Library Services; Professional Continuing Education; Program Descriptions; *Program Evaluation; Public Libraries; Resource Guides

ABSTRACT

To improve the American Indian use of libraries, the Library Science Institute at the University of Oklahoma conducted a three-week program for 26 librarians. The purpose of the Institute was to help the participants understand the Indian--his academic, social, economic, and personal problems. The participants were exposed to problems and their possible solutions in the form of lectures, audiovisual and printed materials. Through many field trips, they also observed Indian history and culture. The participants compiled a handbook of ideas for the librarian working with Indian students. (The publication is attached to the present report.) The effectiveness of the program was evaluated on the bases of staff comments, participants' responses to a questionnaire, and the director's observations. In general, it was agreed that the program achieved its purpose. The participants proposed the establishment of a similar institute of wider scope on a permanent basis. (CH)

BEST COPY AVAILABLE

BEST COPY AVAILABLE

ED 088482

IR

"IMPROVEMENT OF AMERICAN INDIAN USE OF THE LIBRARY"

Library Science Institute
July 13-31, 1970

University of Oklahoma
Norman, Oklahoma 73069

EVALUATION REPORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Beverly Gerard
Institute Director
Phone 405-247-5016
Anadarko, Oklahoma 73005

OCO 316

PREFACE

The contemporary Indian is in a period of transition between the older agrarian/nomadic Indian culture and modern technological civilization. Often the adolescent Indian boy is caught between the two cultures as well as between two generations. Often brought up by grandparents, he is expected to assimilate a highly mechanized culture which is sometimes diametrically opposed to the values and mores of his home life style. Pressure is placed upon him to abandon these values for the nebulous satisfactions of a competitive based social order and to conform to the non-Indian way of life.

The realization of the need for education and the desire for it is often late in dawning in the Indian student. Perhaps the non-realization of the need for education is the primary problem among Indian students today, or maybe they've been told somewhere along the way that they can't learn or never will be college material, thereby crushing any ambition that might have been.

It is the responsibility of every education-oriented professional person to encourage academic achievement in Indian students. The librarian is in a key position. If the librarian, who is by nature also a teacher, is aware of the Indian, his academic, social, economic, and sometimes personal problems, these problems may be reduced by his determined effort to excel. He must first be so inspired! He must be understood! He must be motivated!

The total needs of today's American Indian, unless already totally acculturated, will continue to be very nearly the same for at least one more generation depending upon his locale. Many tribes are advancing

socially, economically, and academically more rapidly than other tribes, and this advancement is considerably more than is nationally recognized.

The ultimate aim of the non-Indian for the Indian seems to be that of total acceptance of middle-class living standards and the acquisition of possessions and education. Time is dispelling the century-old viewpoint that Indian students just can't attain the normal education requirements. Society is requiring that they be allowed to do so without the accompanying historic stigma.

The Indian student of today is becoming increasingly aware of his own Indian-ness and of the importance of his own Indian culture and its significance in contemporary American society. He, like his contemporary non-Indian peers, is seeking attention, recognition, and self-determination. There is a need in most observed cases for internal, personal self-satisfaction, due to the realization of historical incidents of injustice and probably personal experience of prejudice. He recognizes, and rightly so, first the importance of being self-important, and then of being Indian-important.

The librarian can make an entire staff aware of Indian customs, beliefs, current problems, and the social handicaps which serve as deterrents to his school progress or which may cause him to become a drop-out. This is a vast area of information to be sought out in the librarian's limited free time. Fortunate are those who can, in the course of a three-week institute, be exposed to presentation of problems and their possible solutions in the form of lectures, audio-visual and printed materials. Fortunate are those who can observe through field trips a panoramic view of Indian history and ancient life, thereby enriching their background knowledge in a way which might have been

physically impossible for some. Fortunate are those students whose librarians return to their work with an awareness of the beauty of the Indian heritage and with a determination to alter the underlying causes which have undermined their progress. Fortunate are those who will be able to gain the satisfaction of improving educational standards of America's first citizens by extending supportive assistance through meaningful library service.

Beverly Gerard, Director
Library Science Institute
"Improvement of American
Indian Use of the Library"

EVALUATION

The narrative evaluation has been based on staff comments, participant evaluation, and the director's observations. Evaluators are requested to refer to the Participant Evaluation section which follows the Narrative Evaluation, for further comments by the participants. Participants were requested to fill out the evaluation questionnaire form and a speaker evaluation form, copies of which are included. Questions on the forms included those from the staff as well as those included in the guide-lines furnished by the Division of Library Programs of the United States Office of Education.

Speaker evaluation by the participants is presented in tabulated form based on effectiveness and appeal. Participants were requested to consider the content of the lecturer, his presentation, and the relevance of his talk to the institute. Staff members were included in evaluation for overall effectiveness in their respective positions.

DIRECTOR'S NARRATIVE EVALUATION.

1. Relations with the USOE in all programs and fiscal matters. Consistent, courteous help was the rule on every occasion requiring information from any USOE official. Revisions of the proposed budget were made by the USOE staff and presented with reason by Frank Stevens.

Miss Pauline Winnick, since her visit to the institute last year, has been a source of inspiration and encouragement. The absence of an official visit by a USOE representative was a disappointment. Miss Winnick's visit last year filled a definite need in the field of public libraries, and we had planned, as we were told we could, on her appearance as a speaker. The cutback in travel made it impossible for her to come this

year. While it was unavoidable, there were unused travel funds in our account due to speakers unable to appear. These funds might have been used had it been permissible.

Why wouldn't it be permissible to include in the institute proposal the funds for one USOE official visit to the institute for a few days?

2. Relations with local administration. Milt Jarrett, of the Oklahoma Continuing College of Education staff, was appointed as Educational Specialist, our liaison with the University, and was indeed effective. He assumed the responsibility of securing the institute facilities, office space, and University-owned equipment needed for efficiency.

Dr. Frank Bertalan and his Library Science School staff have been especially cooperative in allowing the use of duplicating equipment, transferring of messages, handling of mail, and storage of equipment and materials.

3. Pre-institute preparation problems and solutions.

3. A. Staff preparation. Perhaps more time and funds should be included in the proposal budget to allow for more cooperative pre-planning and designation of responsibility among the entire staff. The lack of preparation time for the assistant director presented some unexpected problems. It was necessary to confer by telephone on several occasions due to the fifty-five mile difference in location. Communication by mail and personal contact was necessary but not always convenient when time was of essence. Inadequacies in this area were revealed in the final analysis.

A pre-institute staff meeting would be of great benefit, involving perhaps a few in-state participants within driving distance. In this way participant reaction to plans could be evaluated before finalization.

3. B. Publicity. 1. Brochures. The cycle of notification by brochure, return, and selection process of participants should be scheduled much earlier if another institute occurs.

The University of Oklahoma Press is most accommodating and did not allow its heavy printing schedule to affect the production of an excellent brochure. However, materials must be in their possession at least two months in advance of need. Continued experience in this field should eventually reduce all such problems.

The return date was set back to April 15 and as a result acceptance notices were not out until after May 1, which proved to be late for some accepted participants who had already accepted involvement in other activities.

A possible solution might be the personal notification of the institute director at earliest possible date by USOE, as well as the University officials. In this way such preparations as the printing of the brochure could be immediately put into motion.

3. B. 2. Dissemination. Packets of brochures were sent to State Departments of Public Instruction or Education, State Departments of Indian Education, and Library Associations in Indian-populated states and and University Schools of Library Science.

Individual brochures were sent to A.L.A. librarian listings in Indian-populated states. The Oklahoma State Department of Education, Library Resources Division, provided gummed label addresses of Oklahoma librarians for dissemination of brochures in this state.

Most of the participants who did not receive initial information from a brochure stated that they read about the institute in American Libraries, Library Journal, Oklahoma Department of Libraries Newsletter, or New Mexico State Department of Education publications. Word of mouth

and recommendation of former participants seemed common means of notification aside from re-issuance of brochures by State Departments of Education--which was probably the most satisfactory method.

3. C. Selection. 1. Criteria.

	Acc.	Alt.	Name	Address	Dep.	Sch. Lev.	Pos.	Att. Inst.	Ind. Enr.	Deg.	Age	Elig.	App. Inst.
1.													
2.													
3.													
4.													

KEY:
Acc.--------Accepted
Alt.--------Alternate
Dep.--------Dependents
Sch. Lev.--School Level
Pos.--------Position
Att. Inst.--Attended Another Institute
App. Inst.--Applied for Another Institute
Ind. Enr.---Indian Enrollment
Deg.---------Degree
Age
Elig.--------Eligible

3. C. 2. Method. Those selected on the basis of their eligibility were notified by letter and were sent a packet of forms to return. Those not selected were sent a form letter indicating why they were not eligible. The following reasons were given:

1. Limited Indian enrollment or service.
2. Position is not sufficiently related to Indian service.
3. Position is not sufficiently related to Librarianship.
4. Previous attendance at another Institute.
5. Actual Librarianship preparation.
6. Limited years left before retirement.
7. Application arrived too late for consideration.

We received several letters from persons not selected stating that they were indeed eligible and certainly wanted to be considered as alternates. This was gratifying!

Screening of possible participants was done by Beverly Gerard and then by Lotsee Smith who made recommendations. Selections were then made upon this basis and notification was sent out.

3. C. 3. Breakdown of applicants.

- 78 requested information brochures, other than those mailed from central point
- 87 completed brochures received
- 56 were considered eligible
- 24 were considered ineligible
- 7 applications from last year's participants
- 30 were accepted
- 10 declined for these reasons:
  - 2 accepted another involvement
  - 3 illness, personal or family
  - 2 accepted another institute
  - 1 change of employment conflict
  - 1 enrolled in summer school
  - 1 could not afford expense involved in getting copies of transcripts from several colleges he had attended and cost of transportation
- 10 alternates accepted
- 1 last minute declination due to personal illness
- 1 came to institute but was called home due to terminal illness of husband
- 28 actual participants

4. Orientation of participants. (Refer to Participant Evaluation, Numbers 1, 2, and 3.) According to the evaluation by participants, pre-institute orientation was quite satisfactory. Personal letters were sent to all involved including questionnaire, campus map, etc. However, due to the printing delay, there was rather late initial notification of the institute in brochure form. April 15 was the deadline for all applications, and May 1 was the notification date.

Participants were told in letters about location of institute rooms, housing, clothing needs, expected weather conditions, meals, prices, etc. Those who flew in were met at the Oklahoma City Airport by staff members.

5. Physical facilities. (Refer to Participant Evaluation Number 4.) Participants liked very much the convenience of having class in the same building in which they were housed. They had twin-bed accommodations on the sixth floor of Couch Tower (South) near the Common Restaurant and Couch Cafeteria, both within a half block of the dormitory. They were charged $4.50 per day on a three-week continuous basis. Prices for meals varied--pleasing some and not others.

Institute accommodations were satisfactory, with two rooms on the first floor and an office on the fourth floor. A problem, common to all Universities, is the lack of abundant space; however, every effort was made to make us comfortable.

6. A. Field trips. The field trips covered areas of the state which are noted for Indian history--the Plains Indians in the Southwest and the Civilized tribes on the Northeast continuing down to the Southeast. Participants were able to see in museums artifacts, realia, and replicas of ancient Indian life and villages. Paintings by Indian artists in the Five Civilized Tribes Museum at Muskogee was an outstanding collection this year.

The participants visited the following educational institutions: Bacone Junior College in Muskogee which caters to Indian students; Sequoyah Indian School in Tahlequah and Riverside Indian School in Anadarko--both government operated boarding schools for students having no schools near their home or having social problems which make them eligible for admission. A better idea of what is offered by the boarding schools was enlightening to many.

The Cherokee drama, "Tsa-la-gi," which means "Trail of Tears," was a beautifully told story of the Cherokee removal from North Carolina to the

Tahlequah area which included their tribal strife and inner turmoil as well as their affiliation with the South in the Civil War and finally the part they played in helping Oklahoma become a state in 1907.

The "Tsa-la-gi Village," also a project of the Cherokee Historical Society, gave an authentic picture of Cherokee living in the 1500's, with Cherokees actually making pottery, darts, corn meal grits, doing authentic Indian dances, and playing stick ball. Very fluent modern Indian students serve as guides.

A similar village, "Indian City" at Anadarko, was authenticated by the University of Oklahoma and has exact replicas of the original type homes of seven Plains Indian tribes. It is located in the Tonkawa Hills on the site of the "Tonkawa Massacre" where the Plains Indians of the area liquidated the cannibalistic Tonkawas. Adult guides in costume gave effective lectures at each abode.

The home of Quanah Parker, the last Chief of the Comanches, is available for viewing at Cache, Oklahoma, where several original buildings of that period have been moved into an area to be commercialized.

The Murrell Home out of Tahlequah was built in 1844 by Murrell who married the niece of the last Cherokee Principal Chief John Ross. It is furnished with many original pieces of the period. The institute participants visited the Arts and Crafts Center at the Cherokee Restaurant in Tahlequah, as well as the Arts and Crafts Center at Southern Plains Museum in Anadarko featuring beadwork of the Kiowas.

The Oral Roberts University in Tulsa proved to be a leading institution with a learning resource center which houses dial-a-lecture carrels, (video and audio) information retrieval, and computerized book control.

Military posts were visited which were of historical significance at the time of Indian prominence. Ft. Sill Army Post has several museums ranging in content from artillery, flags, army realia, and Indian realia to the jail cell where Geronimo was assigned.

Ft. Gibson Stockade has been rebuilt by the Historical Society; however, many original buildings are very prominent in the area. Cherokee Indians were held in this area upon their arrival from North Carolina.

The field trip to Kennedy Elementary School in Norman was made during the week due to its location and availability. The lecture by Mildred Laughlin was delivered in the Media Center.

Tentative Southwest Field Trip Schedule

Friday, July 17, 1970

1:00 p.m.	Leave Norman for Anadarko, Oklahoma
2:00 - 3:00	Tour Southern Plains Museum
3:30	Tour Indian City (University of Oklahoma authenticated replicas of Indian abodes)
5:00 - 6:00	Tour Riverside Indian School, a boarding school
6:00 - 7:30	Evening meal at Moritz's Steak House and return to Norman
9:00	Arrive at Norman

Saturday, July 18, 1970

9:00 a.m.	Leave Norman for Lawton, Oklahoma
10:00 - 11:30	Tour Ft. Sill Army Base Museums
12:00 - 1:00	Lunch at Underwood's Cafeteria
1:30	Quanah Parker's last home
3:00 - 4:00	Great Plains Museum
4:00	Bus tour through Wichita Mountains, Wichita Game Reserve, and up Mt. Scott
5:30	Arrive at Norman

Tentative Northeast Field Trip Schedule

Friday, July 24, 1970

1:00 p.m.	Load and leave from Couch Tower
4:00	Approx. arrival at Tsa-la-gi Indian Village for tour (60 min.)
5:00 - 5:30	Tour Murrell Home--Murrell married daughter of Indian Chief (20 min.)
5:30 - 6:00	Check in at Hillcrest Motel
6:45 - 7:45	Dinner at Cherokee Restaurant; visit Arts and Craft Center on premises
8:00 - 11:00	Drama

Saturday, July 25, 1970

7:00 - 8:00	Breakfast at Hillcrest Restaurant on premises
8:00	Bus tour of Northeastern State Teachers College, Cherokee Nation Capitol Building, Old Jail
9:00 - 9:20	Ft. Gibson Stockade which inspired Irving's Tour of the Prairies
10:00	Bus tour of Bacone-Muskogee
10:10 - 10:40	Five Civilized Tribes Museum, Muskogee
11:30 - 12:30	Lunch
12:30 - 1:30	Claremore, Will Rogers Memorial
1:30 - 1:50	Gun Collection
2:15 - 2:30	Cherokee Arts and Crafts between Claremore and Tulsa
3:30 - 4:20	Tulsa, Oral Roberts University Learning Center and Prayer Tower
5:00 - 5:30	Sapulpa, Frankoma
7:00	Arrive at Norman

A participant committee reviewed plans for the northeast field trip, made certain additions, and helped set up the time schedule.

6. B. Laboratory work--assignment. (Refer to Participant Evaluation Number 6.) The principal assignment was a group effort--the compilation of a handbook of significant ideas to be used by librarians working with Indians in schools or public libraries. The idea was inspired by the discovery of the obvious lack of such information when we began our search for similar material. The plan was executed by Lotsee Smith, Assistant Director, who edited the work.

Participants chose interest areas and worked in groups on these topics:

1. Public Library Service to Indians
2. Improving Human Relations through the School Library
3. Special Programs and Projects
4. Displays and Exhibits
5. Integrating Indian History and Culture into the Curriculum
6. Motivation for Library Use

7. Participant communication with director and staff. (Refer to Participant Evaluation Number 8.) Communication during the institute between the director, staff, and participants was informal and on a friendly basis. Participants were invited to comment, make requests for changes, and share any personal complaints with the staff for possible solution.

Mutual respect seemed prevalent, and participants reported that they found it very easy to talk to each member of the staff.

"All the staff seemed willing and able to help, extremely cooperative."

Changes in the schedule were evident as a result of participant suggestions such as inclusion of Indian student appearances and the Don Roberts lecture.

Some groups chose to work on the project at night in addition to, or instead of, the regularly scheduled 2:30 to 5:00 p.m. period.

8. Full-time vs. part-time staff. The need for a larger staff was realized during this our second institute. The possible employment of graduate assistants was suggested if another institute was scheduled. These would have been of invaluable aid where groups needed guided activities and assistance.

The lab assistant hired to help with the assignment was helpful in guiding the group through Bizzell Library; however, his purpose was not fulfilled due to the nature of the assignment.

Part-time staff consisted of N. B. Narcomey, a 4/4 Creek Indian, who lectured one hour each day of the second and third week on Indian history and culture. He received "rave ratings" from participants for his ability to relate to them through personal experience the feeling of the Indian today. His understanding of young people and his background as a history teacher are primary reasons for his being secured for this position. Participants requested that he be allowed to appear the entire three-week period if another institute is made possible. This would possibly allow more emphasis on tribal history which seemed to be displaced by the study of culture.

9. Regular faculty of your institution vs. visiting faculty. University of Oklahoma faculty members could have been used more, and one participant stated that it might have made participants want to continue studies at this University.

Due to critical illness, Boyce Timmons, Chairman of the American Indian Institute, Oklahoma University, was unable to appear. He was scheduled to have a group of Indian University students appear as a panel for discussion of the position of today's Indian University student and the problems he encounters. This was covered somewhat by the members of the

National Indian Youth Council who appeared as a panel.

Dr. Arrell Gibson, head of the University History Department, gave a very effective presentation on the assigned, impossibly broad subject, "The Indian in History."

Dr. Frank Bertalan, Director of the University's School of Library Science, expertly created an awareness of current trends and needs in the field of professional librarianship. His ability to achieve an interested rapport with the participants was remarkable considering the lack of scheduled time available.

10. All other (part-time) lecturers or consultants--number and effectiveness of their contributions. There were fifteen speakers in addition to staff members. Their effectiveness is obvious in the Speaker Evaluation tabulation.

Lecturers were acquired on a daily basis only; however, two requested permission to attend the institute for a day in order to get the "atmosphere" of the group. Mrs. Terry Allen came one day early, and actually appeared early because of the inability of Jeannette Henry to appear. Gerald Hosman expressed the desire to further relate to the participants by appearing briefly the second day for catch-up.

Three scheduled speakers were unable to appear due to a transportation problem as in the case of Jeannette Henry, the change of professional situation for Richard Ruopp, and an unavoidable Washington obligation in the case of Harry J. W. Belvin.

Don Roberts, from the School of Library Science, New York State University, Buffalo, New York, appeared at a night session at which he lectured and demonstrated the media methods he has used successfully in the ghetto area of Venice, California. His appearance was recommended by

THIS PAGE WAS MISSING FROM THE DOCUMENT THAT WAS
SUBMITTED TO ERIC DOCUMENT REPRODUCTION SERVICE.

11. Unique features of the institute. (Refer to Participant Evaluation Number 7.)

11. A. Indian participants. Only one Indian participant was able to attend. One other had been accepted, but he could not afford the expense of the University-required transcripts from the several colleges he had attended. Several participants are of part Indian ancestry.

11. B. Indian staff members included Nola Birch, a 4/4 Wichita, who served capably as institute secretary.

Napoleon B. Narcomey, a 4/4 Creek, lectured daily on Indian history and culture and was well-accepted personally and ethnically.

Lotsee Smith, the Assistant Director, is part Chickasaw-Comanche, and Beverly Gerard, the Institute Director, is part Choctaw.

11. C. Tribal leaders and Indian speakers included Howard Walkingstick, a 5/16 Cherokee, who expertly conducted the sensitivity training.

Stanley Smartlosit, a 4/4 Yakima, was well received as Chairman of the Yakima Tribal Education Committee.

Overton James, a 4/4 Chickasaw, is Governor of the Chickasaws, an employee of the Oklahoma State Department of Indian Education, and an impressive representative of the contemporary American Indian.

Harry J. W. Belvin, Chief of the Choctaw Nation, and Jeannette Henry, part Cherokee, were contacted for appearance partly because of their Indian ancestry as well as for their anticipated content coverage.

The Advisory School Board for Riverside Indian School was represented by Thomas Holder, a Delaware, who is the committee chairman, and members Richard Tartsah, a Kiowa, and Albert Chalepah, an Apache. Their contributions revealed the needs of Indian students as seen by Indians. They were well accepted, and participants would have liked more time with

them. Mr. Chalepah accompanied the group on the field trip to Anadarko.

11. D. Indian students attending Oklahoma University represented the National Indian Youth Council and appeared before the institute group as a panel. Their input was well accepted, especially when questioned about their feelings on current literature related to the Indian such as:

Our Brothers Keeper, by Edgar Cohn
Custer Died for Your Sins, by Vine Deloria
Nobody Loves a Drunken Indian, by Huffaker
The Indian's Unfinished Business, by Brophy
The New Indian, by Stan Steiner
House Made of Dawn, by Scott Momaday

Steve Pensoneau gave participants an annotated bibliography of books he had read. Cornell Tahdooanippah returned the next day and read some of his own poetry.

Other members of the group included Tommy Belt, Linda Wahpepah, Patty Grayson, Kay Monroe, Pat White, Lana Sue Grant, and Tim Morgan.

The group related experiences in and out of the library which could be considered offensive to them as members of a minority race. They made several suggestions to librarians for improvement of Indian use of libraries, such as:

1. Use Indian personnel as library aids who are able to speak Indian languages or at least communicate with Indian patrons.
2. Encourage Indians to become librarians and point out a model librarian who is Indian, if possible.
3. Consider Indians as individuals.
4. Get materials in local oral and written languages.
5. Improve librarian image and services by:
   a. going to tribal meetings,
   b. belonging to local OIC group,
   c. having library orientation sessions,
   d. having library science class,
   e. developing survival information such as legal aid, medical aid, etc., for use by all Indians, regardless of age,
   f. developing a resource file of Indian speakers,

g. having an Indian Heritage Week, art exhibits, book displays,
h. emphasizing Indian writers,
i. having NIYC groups appear at your school.

11. E. Campus interest. Graduate library science students and staff attended the Don Roberts evening session and several day sessions.

Gerald McCulley, an instructor from Chilocco Indian School, enrolled in summer graduate music courses, attended at least six sessions.

Sidney Carney, Anadarko Area Director, Bureau of Indian Affairs, attended the session where Indian students appeared.

Dr. Leon Wall, Deputy Assistant Area Director (Education) also was in attendance.

11. F. Recommendation by participants. (Refer to Number 20 in Narrative Evaluation.) Participants requested the establishment and development of a similar institute at the University of Oklahoma on a continuous and permanent basis to serve as a center for collection, maintenance, and dissemination of library-type information about the American Indian.

Dr. Frank Bertalan, Director, Oklahoma University School of Library Science, stated that he received a great deal of enthusiastic encouragement from Dr. William R. Carmack, Assistant Provost for Communication and Information. Dr. Carmack realizes the need for such an establishment and made arrangements for a conference with Dr. Bertalan on the subject.

11. G. Participant contribution. Dick Madaus, a self-declared "white pow-wow bum," presented an informative evening session on authentic Indian costume and dances which he had learned from actual association with Indian people with whom he relates very well. The evening concluded with all participants doing the "round dance." Dick also took pictures

of institute sessions and field trips which are used in the handbook and report.

12. Use of "new materials." (Refer to Participant Evaluation Number 9.) More media could have been used effectively if time had allowed. A great deal of media in the form of recordings of Indian music and filmstrip-record series were available for participant use in the area of institute rooms provided for such activities.

Media used were related to the institute purpose and included:

N.E.A. filmstrips
Arts and crafts of the American Indian
Slide lecture from the Department of Interior
Films: The End of the Trail
The Remarkable School
Unfinished Journey
Home of the Brave

Many lecturers brought films and hand-out materials appropriate to their presentation.

Books, periodicals, and other non-book materials were provided for display and distribution by these sources and others:

University of Oklahoma Press
Baker & Taylor, Oklahoma City jobbers
Dell Publishing Company, Inc.
Naturegraph Publishers
Milwaukee Public Museum
Educational Reading Service, Inc.
University of Washington Press
Bureau of Indian Affairs
Idaho State Department of Indian Education
Arkansas State Department of Education
Kansas State Department of Education
Commonwealth of Pennsylvania
Department of Public Instruction
Viltis, a folklore publication
Arizona Pioneers' Historical Society
Arizona Archaeological & Historical Society
Oklahoma Anthropological Society
Oklahoma Historical Society
Western Publications, Inc.
The Amerindian
Association on American Indian Affairs, Inc.

Indian Progress
N.C.A.I. Sentinel
Indian Record
Tundra Times

13. What do enrollees say was the most significant thing that happened to them during the institute? What do you think the most significant thing that happened to the participants? (Refer to Participant Evaluation Number 10.) Most participants began to realize that Indian students are different culturally from each other and from other races. They seemed to realize the importance of knowing the individual as well as some of the tribal history in order to understand why the student is as he is.

In response to this question, "What was the most significant thing that happened to you during the institute?" participants responded:

> "I discovered how much I have to know before I know the Indians and their culture . . . an Indian mistook me for a Comanche. I wish it were that easy."

14. What do enrollees say they will do differently as a result of the institute when they return to their school? (Refer to Participant Evaluation Number 23.) Participants have become more media conscious where Indian history and culture are concerned. It is available, although some is not as authentic as it should be. Most seem anxious to use Indian students in library work and to have more reading material related to Indians--on their reading level and of interest to them. They seem to be aware of the need to supplement teachers' material, vertical file, etc., for American Indian study units.

Very significant, however, is the desire to attempt to encourage the Indian student to achieve and create a greater awareness of Indian heritage.

Those in administrative positions have a desire to extend library service to the American Indian in these ways:

1. "Bookmobile service to Indians."
2. "Encourage Arizona State Library Association to form a sub-committee on Library Service to Indians."
3. ". . . to establish a committee within North Dakota Library Association to study library service to Indians, to influence North Dakota Advisory Committee on Libraries to provide service on reservation and use Indian personnel to learn to know the Indians in North Dakota."

15. Follow-up arrangements. A questionnaire will follow after several weeks in order to allow participants time to attempt instigation of new ideas. It must be kept in mind that administrators are not often willing to jump into changes involving money for services and supplies which may not be available. Attitudes are more easily measured. These statements are included in the report of the participant evaluation.

Letters will be sent to administrators and employees of participants encouraging their cooperation in improvement of the library situation so that Indian use of the library may be improved.

16. Major strengths of the institute. (Refer to Participant Evaluation Number 11.)

16. A. A congenial group of participants with a commonality of purpose, even though some lacked apparent objectivity, seemed to be the major strength of the institute. The different levels of library service represented served only to enrich their contributions.

16. B. Interest and concern of participants prompted the request for a permanent and continuing institute to be located at the University of Oklahoma, which would serve as a center for research, resources, bibliography, etc., which is more fully described in Number 20 of this evaluation.

16. C. A variety of several very good speakers were present, with topics ranging from sensitivity training to professional librarianship and from state and federal involvement and national studies to authors of books about Indians, Indian poetry (Santa Fe IAIA, O.U., and other Indian schools), reading methods, and problems of migrant, middle class, and Indian students as well as current media materials.

16. D. The project, directed by Lotsee Smith, entitled "Resources for Improving the Indian American Use of the Library," will be a very worthwhile publication with ideas for librarians working with Indian students.

17. Major weaknesses of the institute.

17. A. Scheduling. More concrete cooperative pre-planning concerning the type of participation desired and type assignment to be required.

17. B. Scope. Too broad a coverage attempted for too short a period of time.

17. C. Participants. It was necessary to invite too many alternates, due to delayed printing of information. Earlier cycle of recruitment and notification should reap a more logical roster of participants.

17. D. Staff. Too small a staff for the type assignment requiring group work. Addition of graduate assistants should be a valuable consideration for another institute. Some difficulty was experienced in long-distance planning and change in speakers' plans and ability to appear.

17. E. Speakers. Obviously, too many were invited to appear for when three were not able to come, the time was used to advantage.

THIS PAGE WAS MISSING FROM THE DOCUMENT THAT WAS
SUBMITTED TO ERIC DOCUMENT REPRODUCTION SERVICE.

19. A. Objectives, purposes, goals. The objectives as they appear in the proposal are as essential as ever and will probably be a long time in fulfilling. I see no need to change the objectives; however, the scope of expected accomplishment should be narrowed. When all aspects of Indian history, culture, literature, education, and social and economic conditions are considered, the course content is almost superficial in coverage.

It is difficult to find qualified, enlightening and inspiring speakers covering these aspects to fit within the time schedule and financial budget without some misplaced emphasis, overlapping, and some insignificance of content.

Objectives as Stated in Proposal

1. To recognize the outstanding needs of American Indian students.

2. To make better academic use of public and school libraries. To develop more inclusive adult usage of public library facilities.

3. To provide opportunity to study the trends of Indian usage of public school libraries and improving that use.

4. To study through lecture, field trip observations, and discussion the possibility of close involvement of libraries through Federal, State, and local government, the establishment of programs by which more Indians are reached as library users.

5. Through individual and small group work, bibliographic activities, and research to establish better understanding of the American Indian today.

6. The scope of the institute will range from study of Indian history and culture to the contemporary adult Indian and his problems and the current high-school and college Indian student, his problems, and

how the library can better serve him. Studies will reveal rates and reasons for school drop-outs.

The ultimate goal of this institute should perhaps be stated as: "To improve libraries for the use of Indians as a result of the improvement of the librarians' understanding of their needs--socially, academically, and economically." The ultimate goal can be fulfilled only as more teachers and librarians are given the opportunity to be exposed to course content such as presented in institutes such as this.

19. B. Grade levels of participants. This year's participants ranged from elementary to university level and seemed to fall into compatible groupings of interest for work sessions.

19. C. Dates. The dates seemed to be appropriate enough; however, the acceptance and notification dates were late due to printing problems as stated in Number 3.

19. D. Optimum number of weeks. The three weeks were actually enough for most participants; however, some felt we had just begun to actually know each other and were now ready to accomplish something. One seemed to want an eight- to ten-week session, more money, and less work! Hope this isn't typical!

19. E. Number of participants. Optimum number of participants depends on local facilities. We were crowded with 28 of the 30 accepted participants in attendance. For this type of institute, this number of participants is not too many, if facilities allow, but for para-professional type training institutes, the number should be limited to maybe 15-20.

We had two from one school, which presented no problem. Actually, they were both alternates for two who could not come. They contributed

on an individual basis, and each received as much as other participants.

19. F. Distribution of class time vs. free time. (Refer to Participant Evaluation Number 14.) Structured schedule vs. unscheduled seemed to present some problems. It would have been better to have had no night sessions; however, they were more or less impromptu and not originally planned. The assignment seemed to require night work, but this could possibly have been avoided with larger staff for guided group work.

Participants suggested starting earlier and having a longer break, more time for field trips, and more time at noon.

19. G. Emphasis on substantive content vs. teaching skills. Perhaps more time should be spent on actual teaching skills considering the variety of levels of accomplishment among participants. It was assumed that very much of this would be redundant. Perhaps each participant should be requested to bring successfully used materials.

19. H. Ratio of staff to participants. An increase in staff would be desirable, but it would necessitate more time allowed for cooperative planning well in advance of the institute and not just the week before the institute. Most preparation simply cannot be left until that late.

It has been suggested that graduate assistants be used especially for group work.

19. I. Budget. 1. Increase Prices. Perhaps a certain percentage should be included in the proposal for increased price of materials and activities. Increased rates of admission to the Cherokee Drama and increased rates of commercial travel could have presented a problem.

19. I. 2. Official USOE visit or monitoring. Why would it not be feasible to include funds for transportation for an official visit of an Office of Education representative to the institute? This adds prestige to the institute and enhances its importance to participants in addition to the value of that person's contribution to the content of the institute. It should be of some importance for USOE evaluation purposes.

19. I. 3. Participant transportation. It seems to be a great financial drain on some out-of-state participants for transportation. Would it be possible to pay at least one-way fare of the type commercial transportation chosen by the out-of-state participant? We lost one very good, possible, Indian participant because of the expense in acquiring the university-required transcripts from several schools he had attended plus the cost of transportation.

19. I. 4. Participant stipend. Most participants seem to realize they won't clear anything financially and that stipends are expressly for their expenses; however, as some have stated in evaluations, the cost of living at universities is constantly on the rise, as it is elsewhere.

The current stipend, which is probably based on $15.00 per day for a five-day week, allows approximately $10.71 for each day of a seven-day week. This is an ample amount for board and room, but allows very little for incidental expenses incurred because of the institute, i.e., field trips which require additional motel room expenses. Since government per diem rates have gone up, is there a chance for at least a slight increase in stipend?

One participant insisted that she had attended an institute where all expenses were paid on field trips. Was this the policy at one time?

20. Potential impact of the institute, if any, on the regular academic-year program of your institution.

Request for Establishment and Development
on a Continuous and Permanent Basis,
"The Institute for Library Service to the American Indian"

The 1970 participants of the Library Science Institute, "Improvement of American Indian Use of the Library," wish to submit the following proposal for the establishment on a permanent, continuing basis, a similar institute of wider scope and far-reaching services.

Purpose. We propose that there is a crucial need for establishment of a center where information and materials may be collected, maintained, and disseminated to those interested in making more available library-type information about the American Indian.

It has been recognized that there is a great deal of duplication of bibliographic effort which might be counteracted by such a center. The institute would serve as a collection-dissemination center; resource center; service center to libraries, librarians, and teachers; and a supportive organization to encourage Indians in library work and to further the cause of preserving Indian history and heritage.

Services and Activities. The proposed institute for library service to the American Indian should be a center and a clearing house for the collection of materials and the dissemination of information concerning in any way the American Indian.

It should be the information center for print and non-print materials by Indians and about Indians.

It should be a depository of authentic audio-visual materials pertaining to the American Indian, i.e., films, filmstrips, slides, tapes, records, and transparencies.

It should serve as a bibliographic center for the building of accurate histories and bibliographies. It should be able to serve librarians by listing and annotating books for use with Indian students which have been reviewed and approved by Indian authorities. It should be a resource center for reviewing and recommendation of literature by and about the American Indian.

Through cooperative effort with the School of Library Science an academic program should be developed on American Indian Literature and services for the American Indian and non-Indian.

Among activities of the institute would be an annual seminar on Library Service to Indians, two-day seminars during the fall and spring semesters, and the annual summer Institute on Library Service to the American Indian.

The institute should publish a newsletter to keep librarians up-to-date on new developments in Indian library service.

The institute should provide in-service training for librarians and teachers intending to serve Indians either before or after graduation.

The institute should serve as a supportive organization for encouraging Indian librarians and perhaps establishment of a scholarship program for Indian graduate students in thie field.

Location and Affiliation. The Institute on Library Service to the American Indian should be located at the University of Oklahoma, Norman, Oklahoma, and should be affiliated with the School of Library Science, because of its geographic and ethnic location in historic Indian territory.

Cooperative Organizations. The institute would hope to work in cooperation with:

Various state libraries serving Indian population
State library associations
State departments of Indian education
American Library Association
University history and education departments
Various Indian organizations and publication houses
U. S. Office of Education

Funding Possibilities.

U. S. Government
Corporate funding
Influential private citizens

21. Comments. Is there any possibility of institute directors visiting other institutes while in session? Ideas while in action are more valid than show and tell type sessions. Could this be written into proposals?

THIS PAGE WAS MISSING FROM THE DOCUMENT THAT WAS SUBMITTED TO ERIC DOCUMENT REPRODUCTION SERVICE.

14. Was the distribution of time adequately arranged? How could it be improved?

15. Do you feel that there was any impact on the university campus as a result of the institute?

16. What do you think were the objectives of this institute?

17. Do you think the objectives were fulfilled?

18. What do you think the objectives should be? How would you change them?

19. What would you add to the content of the institute?

20. What would you eliminate?

21. Did you come to the institute with a pre-determined idea about Indian students? Was it slightly negative?

22. Has your understanding of Indians, their background and future, been altered in any way? Has it changed?

23. What ideas or plans do you hope to implement in your work when you return? What will you do differently?

24. What did you contribute to the institute personally?

Please give your post-institute employment address, if different from the pre-institute address.

ADDITIONAL COMMENTS:

PARTICIPANT'S RESPONSES

1. Were you adequately informed about the institute, its location, etc., previous to coming to the institute? What suggestions would you make for improvement?

"Follow-up correspondence was good."
"Excellent information. Can't see that it needs improvement."

2. How were you made aware of this institute?

"An elementary principal in neighboring town."
"Brochure."
"Long distance call to director after hearing about it."
"Read about it in April issue of American Libraries."
"Read about it in Library Journal."
"Received brochure from O. U. Library Science School."
"From Dist. Supt. who received brochure from State Dept. of Ed."

"Okla. Dept. of Libraries Newsletter."
"Office of Indian Education from South Dakota Dept. of Public Instruction."
"Former participants."
"Read about it in publication of New Mexico State Dept. of Education."

3. What would you suggest is best method for recruiting participants?

"Present method seems sufficient."
"Send brochures to Indian tribal education committees."
"Send brochures to Johnson-O'Malley schools."
"Through tribal offices."
"Don't limit it to librarians. Nearly all teachers have weekly or daily opportunities to help students use the library."
"Contact personally all Western state extension librarians for names of solid and objective candidates."
"Notify former participants and ask for suggestions for future participants."
"N.E.A. Journal."

4. How could the physical facilities be improved to have made the institute more successful?

"We needed more room."
"More comfortable beds."
"Be able to leave A-V equipment in room."
"Less formal furnishings and more casual arrangement. Need several rooms so that environment can change and people can move."
"Satisfactory. Wonderful to have meetings in the same building with the dormitory!"
"Dormitory situation here not the best but while it could be improved is not as bad as some think."
"Too much air-conditioning."
"We needed more room for viewing films."

5. Were field trips significant to the purpose of the institute? How could they have been improved?

"Field trips could have been during the week, with all expenses paid."
"They were fine. We covered a great deal in a short period of time. Being on Saturday, it made a long week."
"Field trips were too long and not enough time given to really study and look at exhibits."
"I felt the field trips were very important to the institute. Sometimes schedule was a little crowded but trips were well planned. However, I felt it would be better to go during the week."
"I gained much from the field trips."

"They were very significant. The country was new to me. I enjoyed the places we visited."
"I thought the field trips were worthwhile. The one to the Northeast was best."
"Definitely, somewhat rushed but couldn't be helped."
"Yes, in order to improve Indians' use of library, we must understand them and their culture."

6. Do you feel that the assignment was appropriate to the institute and its purpose?

"Too little time for preparation."
"Suggest that groups be 'required' to spend a certain amount of time together working out program cooperatively. Lotsee's suggestions in this area were excellent."
"The assignment was so vague; the project should have been compiled, and reviewed by the participants and staff."
"In a very slight way, but I felt some of us were sorta running around in the dark and not really certain of our assignment."
"It should have been completed a little earlier and some time allowed for group criticism and modification."
"If the guidelines we are preparing are as good as I anticipate, it is exactly right for our purpose."
"Assignment was good; group work stimulating and helpful, of more value that just a 'paper.'"
"No. I think with better planning the groups might have been divided more equally and the part for each one could have been more definite."
"I didn't think the assignment amounted to much. The assignments were vague. We had to change our project to fit the ideas of the assistant director. Not much creative thinking went into it, as far as I was concerned."
". . . only a suggestion, that we work together more often, hash over our thoughts and listen to others."
"No. We did not yet have the knowledge needed to reach the objective. I would have had the whole group suggest areas of pertinent interest, select 14, assign 2 people to each one. Each 2 would discuss their specific topic for 10 minutes each, then 4 minutes for questions, then 30 minutes in small group, then reassemble, pick panel from leaders of each small group (5) and let them state groups' conclusions (20 min.); then free-for-all with others for 20-30 minutes."

7. List any rather unique features of the institute.

"Field trips, number of outstanding speakers; the fine people who attended."
"Togetherness of group."
"Title and compass of the institute."
"Make-up of the group (elementary, junior high, senior high, college, university, and public libraries)."

"Men."
"Ethnics."
"Very good Indian speakers."
"Several dedicated speakers."
"Narrowness and lack of objectivity of some participants."
"Don Roberts."
"N. B. Narconcy was just what we needed."
"Variety of speakers of varying views."
"Wide assortment of take-home literature for individual and school use."
"Title is unique and the parts of the institute carried out the purpose of it."
"Having the youth group in was an excellent idea. We need to know how they are thinking."

8. Were communications between the participants and staff satisfactory?

"All the staff seemed willing and anxious to help, extremely cooperative."

Director--Beverly Gerard:
"Excellent director--wonderful executive, yet easy to approach. Have received inspiration to work better with Indian children."
"Excellent."
"I feel I have always known her. Yes, always patient and helpful and could understand our problems."
"Kept us well informed."
"She made the participants feel at ease. Her directions were clear cut. I believe all appreciate her."
"Very good, but I didn't get to know her as well as I should have."
"Very satisfactory communication."
"I found Beverly most cooperative and friendly. Difficult situations were handled with diplomacy."
"Excellent, one of the best."
"Perfect. Perhaps more words from Beverly would have been appreciated. I know she has had experience, she could tell us about."

Assistant Director--Lotsee Smith:
"Excellent."
"Above average."
"I didn't think I learned to know her as a person."
"Loved Lotsee's informality."
"Wasn't too sure what she expected of us at first concerning the resource book."
"Nice person, and I liked her. I think the participants enjoy her as a person."
"Very good--had questions on assignment at first, but okay later."
"First instructions on assignment difficult to understand."
"Showed preferences at times."
"Fair communication."

"Lotsee was informal and friendly."
"Difficult to understand what was expected of one to contribute for the assignment. Very vague."

Instructor--N. B. Narcomey:
"Excellent--he is most interesting to listen to and has given us much pertinent information for our work."
"Splendid, broad in his knowledge, being an Indian with non-Indian ideas."
"One of the most congenial, communicative Indians I ever met."
"Well accepted by participants."
"He could graciously cross cultures and from comments I think most found him outstanding as an instructor."
"Very good man, easy to get along with."
"This gentleman has much to offer. Wish we could see him teaching Indian History and Culture in college."
"Fairly good communication."
"Buster was very easy to talk to about Indian culture."
"He answered all our questions."
"Lines of communication between Buster and the group were superior. Good give and take."
"Better organization and quicker talking speed might make his approach more interesting."
"Great!"

Secretary--Nola Birch:
"Excellent--very efficient and a likable person."
"Very helpful."
"A quiet efficient secretary. She did so much to help communications."
"A good worker."
"Very pleasant, cheerful, ahd helpful about everything."
"Good communication."
"She filled her role gracefully and efficiently."
"Quiet, friendly, and efficient."
"Lovely lady who kept her place and did her duty cheerfully!"

9. Were materials used effective and pertinent to the purpose of the institute?

"Excellent use of media; significant to librarians."
"Yes, except for some shown by Don Roberts. I failed to appreciate the significance of the rapidly flashing films."
"Yes, but I enjoyed speakers more than some of the media."
"Yes, though not always integral."
"I question the direct relation of some of the filmstrips concerning media, with what we were concerned with--Indian and use of libraries."
"Some were more dramatic than need be, but I got a good picture of Indian culture and history from most or current trends used in Indian or minority education."
"Media used as supporting content for the particular speakers was good and well used."

"Materials were well chosen for the purpose."
"Few had nothing to do with Indians but were interesting to librarians."

10. What was the most significant thing that happened to you during the institute?

"I gained a greater appreciation for the behavior of Indian children and have determination to increase Indian library material."
"I realized for the first time that there are as many differences among Indians as there are between Indians and non-Indians."
"The seeing of partial solutions to problems confronting me as a librarian, better understanding the needs of the Indian student in the public school."
"Listening to what Indian students had to say and the suggestions they made regarding libraries and librarians."
"I realized that my knowledge of Indians was limited to a very traditional tribe. My views were greatly broadened."
"I became more aware of the viewpoint of the Indian and came to appreciate him as an individual."
"Visiting Indian places and understanding Indian problems."
"The lecture by Dr. Dale Jordan." (2)
"My viewpoint has changed regarding the Indian. His problems in education have been pointed out and we heard what is and can be done about these problems."
". . . getting out of routine and being able to work with a group. . . being able to express myself and learn from others."
"I have probably modified my ideas about Indian people. I understand reasons for some of their behavior which I had considered problems."
"I have lived among and around Indians most of my life, but had never given really serious thought to cultural heritage difference . I am going away with a heightened awareness."

11. What do you consider the major strengths of the institute?

"Contributions of speakers, participants, and staff."
"Variety of speakers and flexible way schedules were changed and fitted into a workable program."
"Great amount of printed material furnished, to be placed in vertical file at home school. Good speakers, good planning."
"Field trips, the Cherokee pageant, and outstanding speakers."
"Presenting to librarians the problems which the Indians have to overcome in getting an education."
"Sharing different ideas from different geographical areas on ways to improve library use and appreciate Indian culture and history."
"Program was arranged so there could be flexibility as the need arose."

"The speakers we had the first week. Also, the willingness of director to be flexible as far as including things not originally planned--e.g., Indian students and Don Roberts."
"The organization of the program, variety of speakers, and their information. Also, Buster's presentation of the mingling of two cultures."
"Positive, encouraging comments."
"Good organization. Good speakers. Variety of programs."
"Bibliographies, free materials, field trips, several outstanding speakers, an awareness of Indians and the understanding that goes with it."
"The fact that our speakers represented so many areas and such a variety of experience is commendable."
"The organization of the institute. The speakers as a whole were forceful. The speakers on reading improvement."
"Excellent pre-planning and execution."
"The commonality of purpose!"

12. What do you consider the major weakness of the institute?

"Antogonism between director and assistant director."
"Too tight scheduling, too little individual and group participation. Too many and too lengthy lectures. No concise statement of sub-objectives, i.e., how does each disparate presentation relate to others and main objective?"
"In a few instances, participants 'hammered' on non-essentials when I felt the speakers had so much to give us."
"The crowded schedule for the last week; however, there was really no major weakness."
"I cannot think of any weaknesses."
"No required reading list. More discussion of Indian literature. More general history and social conditions. Role of private schools and education of Indians. More Indians at institute. Participants should have been divided into seven groups of four for group action. Each participatn should have for first day a five-minute oral report on his view on Indians. Better representation from public libraries. More information on how to communicate with Indians."
"Not enough Indian participants."
"Lack of time to ask questions or consider the impact certain information made before other was presented."
"Lack of time to do reading in the Phillips Collection. Too much activity outside institute hours. The assignment wasn't very good. I thought private schools were ignored and that public schools were emphasized as the best for all Indians even better than B.I.A."
"Could have had one or two ladies to lecture. Too many activities planned, too much sitting for long periods of time."

13. Did you encounter any major problems? What would you suggest as solution?

"Lack of money. 'Hotel' should have special rates."
"Objectivity in attitude was lacking in some participants."
"Fatigue from too many activities."

14. Was the distribution of time adequately arranged? How could it be improved?

"Suggest starting earlier with longer break."
"Excellently arranged."
"Pleased as it was. However, would have enjoyed hearing Mr. Narcomey all three weeks."
"More time for interaction should be provided. Group activity should be directed."
"Would it have been possible to stay in session a little longer in the afternoon and have all day Friday for field trips?"
"A short break each hour would help. If there are to be night sessions, they should be listed on the schedule."
"Should have evenings free for reading."
"I like the idea of evenings not being rigidly structured."
"More time at noon. At least one afternoon to do as we please. More class time to work on committees."

15. Do you feel there was any current impact on university campus as a result of the institute?

"Indian students from NIYC who may initiate some kind of project toward libraries."
"More contact with campus professors would have made us want to continue to study here."
"Don Roberts had a big impact on those who attended his program from the university."
"OIO may be more aware that others are interested in Indians not just 'pushy curious.'"
"The idea of a continuing institute for distribution of Indian literature was developed."

16. What do you think were the objectives of this institute?

"To improve service to American Indian students in library. To develop knowledge of Indian history culture."
"For librarians to have better understanding of Indian problems!"
"Just what name implies."
"To help participants become aware of how the community and school can improve American Indian use of library."
"To make participants aware of Indian and his culture, to understand him as an individual and take something useful back to the school."

"Acquaint librarians with needs of Indian children. To learn how to better meet these needs."
"To improve libraries for use of Indians. To orient librarians in service to Indians."
"To make librarians and educators aware of the Indians' problems. To improve libraries for the Indians."
"To propose solutions for improvement of programs in Indian-enrolled schools."
"To help us work more effectively with our Indian students."
"To create an awareness of Indian traits and conditions, to suggest avenues along which librarians might move so that Indians would benefit from library resources."
"To help teachers and librarians to become better equipped to work with Indian youngsters to become better educated in order to compete in anglo society."
". . . acquaint non-Indians with Indian heritage and learn similarities between Indian problems and those of other minority groups."
"To better serve and motivate the Indian student in our schools by clearer understanding of Indian history, culture, and characteristics."
"To know and understand Indians. Be aware of the 1970 Indian problem. Develop an appreciation for Indians."
". . . a reading interest in Indians for the participants."
"Library service specifically."
"The objectives were, to help us as librarians to become aware of the problems of our Indian students so that we can be of service to them in the use of library materials."
"To develop on the part of the participants better understanding of the American Indian and more effective communication between the librarian and Indians so that the Indian might better use the library."

17. Do you think the objectives were fulfilled?

"We have inspirations which will not fade with time."
"Material was given to make us think."
"Many questions remain unanswered."
"No. There are participants who do not like Indians. Many have read nothing about the contemporary Indians. Some participants are passive to library service for Indians."
"I'm brimming over with ideas. . . ."
"In a weak sort of way. Each participant learned what they wanted to and tuned out anything that conflicted with their ideas and ideals."
"Insofar as time allows, very satisfactorily."
"Partially."
"To some degree."
"Definitely."
"Very much so."
"Staff members did an excellent job in fulfilling this objective."

"They were great, but we didn't completely fulfill them. Too many people are leaving here still convinced there is no difference between Indians and white students."

18. How would you change them?

16--no change
3--not able to judge
8--no answer

Add--"Help Indian students develop a good self-image."

19. What would you add to the content of the institute?

"No additions."
"Cut down on number of speakers--allowing more time to each."
"More background information on some tribes."
"More library use but no routine assignment on written account of readings."
"More actual Indian involvement, student and others."
"Practical program for library service to Indians. Knowledge on religion and Indians. Better knowledge of self in dealing with Indians. More Indians as speakers on contemporary Indian problems."
"How to interest Anglo students to appreciate Indian history and culture today and problems an Indian may face."
"More speakers like Buster, whose personal experiences of Indian life have been so meaningful."
"Previous study on part of participants about their community."
"Group or individual reports of what has or has not worked in their library."
"Nothing. It is already too full."
"Too many different speakers."
"I'd add some more about unique curricula such as Rough Rock School. Also present views of various Indians from very traditional to Red Militants. If possible, more on the culture of the Indian--music, art, myths."
"More Indian participants."
"Some lay Indians for viewpoint."
"Indian artists."
"More in area of media."

20. What would you eliminate?

"Don Roberts."
"Too many statistics."
"Some of the educational studies and statistics."
"Sensitivity training. I hope I never go to another sensitivity discussion."
"Night sessions--or limit them to one hour."
"Too many speakers."
"Except for the trips, about 2/3 of everything. Substitute

1/3 directed group and small group interaction. 1/3 individual activity and one-to-one interaction."

"Federal involvement."

"Not the institute. It is needed and will improve each year."

"Could it be narrowed down to 2 weeks--it seemed we were being told the same thing over and over the longer we went."

"Written work--time too short."

21. Did you come to the institute with a pre-determined idea about Indian students? Was it slightly negative?

"I did have a pre-determined idea about Indian students. It was more than slightly negative. I believe I have gained considerable insight into their problems."

"My ideas were not negative, but of traditional Indians on reservations."

"No. Not negative."

"Yes. Slightly negative, now changed."

"Deepened feelings, as I go away."

"Developed more understanding--greatly increased. Much better informed about needs, values, and customs of Indians. My knowledge was mostly of the five civilized tribes, so the institute has done much to broaden it to include tribes in other states."

"I tended to think of all Indians as being alike with similar problems."

"I have learned that each tribe is unique with its own traditions and problems."

"I knew a lot about how they were but not why. I hadn't really cared as much as I should."

22. Has your understanding of Indians, their background, and future been altered in any way?

"Yes!"

"Very much. Even though I have some Cherokee blood, I have never bothered to learn very much about my Indian heritage. I am especially grateful for what I have learned about other teachers too."

"Greatly, now I know some of the whys and hope I will be able to conduct myself accordingly."

"I am more aware of tribal differences. I have seen how well they are accepted in Oklahoma. This gives me assurance they they can be more fully accepted elsewhere."

"I have been inspired by the work others have done in education of the American Indian."

"I now have a greater awareness of the Indian's culture, his needs and problems as an individual."

"I have been made aware of this culture and realize that in other areas they do have many disabilities but I feel these are being improved. Impressed with the boarding schools."

23. What ideas or plans do you hope to implement in your work when you return? What will you do differently?

"Get more books and non-book materials, particularly arts and crafts and culture (Navajo). I want to learn to make slides, film loops, films, etc., to develop local material. I hope we will develop a human resources file."

"To encourage Indian students to take part in more library activities."

". . . get more high-interest, low-level vocabulary books."

". . . intend to have displays on different Indian cultures, booklist on Indian materials in the library, aid any student interested in Indians. Encourage units in elementary and secondary schools to do units of study on Indians particularly in the immediate area."

". . . have several school programs on Indian Arts and Crafts, oral history and culture."

". . . give more time to vertical file on Indians."

". . . create more awareness of Indians with displays, bulletin boards, etc."

". . . use Indian students to help choose Indian books."

". . . make tapes of local Indians--their history, culture, customs; make slides or filmstrips of activities. . . consult Indians as to how I can best serve the Indian community."

". . . be more conscious of material written by Indians and about Indians."

". . . hope to make community aware of Indian culture."

"1. Bookmobile service to the Indians; 2. Improve my knowledge about Arizona Indians; 3. Read more about Indians; 4. Encourage ASLA to form a sub-committee on library service to Indians; 5. Know Indians."

". . . use Indian students as library assistants, and help organize an Indian club. . . pass on to other teachers, what I have gained from the institute."

". . . communicate better with our Indian students. . . concentrate on library orientation with media."

". . . to establish a committee within North Dakota Library Association to study library service to Indians, to influence North Dakota Advisory Committee on Libraries to provide service on reservations and use Indian personnel to learn to know the Indians in North Dakota."

24. What did you contribute to the institute personally?

"Served as Committee Chairman."

"Thoughts and views."

"Handbook preparation."

"Interest."

"Oral contribution."

"Only my presence, which was quite insignificant, but boy did I learn!"

"Personal experiences."
"Group work."
"Not nearly as much as I received."
"I think maybe I was able to look at a few things more objectively than some; perhaps I have no influence on them but I hope I helped broaden a viewpoint or two. I also went to talk to students at OIO (Oklahomans for Indian Opportunities) and NIYC (National Indian Youth Council)."
"Objectivity! Public relations for the great state of Arizona."

Additional comments:

"I favor the idea that such an institute as this one be continued."
". . . I am glad I had this opportunity. . . hope to be instructional in our library doing something constructive."
". . . a most profitable institute for me."
"This has been a very worthwhile, fruitful experience."
"I have gained new insights into myself as a person and as a teacher."
"This institute has been a very valuable experience for me. I have learned a great deal that will help me in my library and the public library. I have received inspiration from the many capable speakers I have heard, but most of all I have enjoyed the association with the staff and participants. The exchange of ideas with fellow librarians has given me a great deal of information. I shall start the school year with a better understanding of my Indian students and a definite desire to do all that I can to help them."
"Institute was valuable to me. Thanks for all the work and effort!!"
"This has been the most profitable and most enjoyable three weeks I have spent in my college work, and I am grateful that I was privileged to attend this institute. The institute was well planned and well executed. I hope it will continue and that others will benefit as much as I have."
"The institute benefited me more than any I have attended. I shall be always grateful to the institute director for having prepared and organized so well for my edification. From my experience at the institute, I feel that much more needs to be done in the area of libraries which serve Indians and exist in Indian communities. One shortcoming of the program lies in the after-institute findings. This is an administrative and planning factor at a level higher than the institute."
"Because the Plains Indians are so different from the Five Civilized Tribes, I think the institute should limit itself to one group or another."

"In much of our discussion, the views of the whites were given. We should hear what Indian people think. (We did.) What kind of education do they want? Wish we could have heard more about Indian economics, etc. All in all, the institute was excellent and I appreciate being part of it."

"I know I will be a better librarian and teacher because of my attendance at this institute as I intend to use the knowledge that I have gained."

"I felt the institute was outstanding and I hope another one may be held in the future."

CONCLUSION

The success of the institute cannot be based on the three-weeks' activities, but on the lasting inspiration with which participants return to their library positions with a renewed desire to serve, reinforced with information pertinent to understanding needs and solving local problems.

The objectives of the institute are effective as they are stated in the proposal and should be retained. I feel the objectives and purposes of the institute were accomplished in that attitudes were altered and deepened in these respects:

1. Participants were made wholesomely aware of the current Indian state-of-being and the lack of library service extended them and other minority groups. I believe the awareness has been extended to include other minorities.

2. Participants were able to observe by field trips, a panoramic view of Indian history and ancient life, current conditions, and an insight into what is being done successfully in the field of education.

3. With group effort, participants compiled a significant publication in the form of a handbook of ideas for the librarian working with Indian students.

4. Participants realized the need for further information study and personal effort to understand the Indian student and his problem. All appeared to be determined to extend themselves to encourage the academic achievement of Indian students.

5. Participants recognized the apparent absence of a resource center where library-type information and materials may be collected,

maintained, and disseminated. They approached Dr. Frank Bertalan, Director of the School of Library Science, with the request for the development on a continuous and permanent basis, a similar type institute of wider scope and service to be located at the University of Oklahoma. He is in contact with Dr. Carmack, who received the idea with a great deal of enthusiasm. (Refer to Evaluation, Number 20.)

Certain aspects of the institute planning reaped enthusiastic reception. Participants were exposed to many factual aspects of Indian needs and problems including, to varying extents, cultural application of beliefs and customs and their effect, prejudice, social and economic standards, and academic achievement or the lack of it.

Trends in professional librarianship were complemented by the observation of two very modern libraries on the elementary level and the university level. Examples of extended library service into the community through the use of media were presented.

Indian history and culture were introduced by authors of books about Indians and consumated by lectures by N. B. Narcomey, a contemporary Indian.

Some changes should be considered for another institute:

1. Include in objectives: a) "To improve libraries for Indian use, rather than Indian use of libraries"; and b) "to help Indian students improve their self-image."

2. Emphasize history of tribes as much as Indian culture, which are not the same. Include more information on Indian contributions in the field of literature, military service, history, and medicine. The position of the Indian in the textbook was not presented due to Jeanette Henry's inability to appear.

3. Evaluate very carefully the type assignment, the complication of its preparation, requirement of staff guidance, and motivation of participants.

4. Inclusion of visit from USOE official.

5. Schedule field trips appropriately in regard to amount of time allowed and number of stops to be made. Allow more lead-up and evaluation of the field trip with staff members, sharing delegated responsibilities of orientation.

6. Schedule more general staff meetings during the institute for the purpose of better cohesive effort.

Differences of opinion between the director and assistant director on professional concepts surfaced in the participant's evaluations. However, while approximately one-third of the participants recognized and stated such, the remainder did not see fit to mention it. The director had followed the format of the previous institute as the proposal stated--the lecture method, allowing the participants the benefit of outside speakers. Very often speakers did not allow time for the desired amount of discussion and perhaps members of the audience were not given adequate time for impact and reaction.

The time period from 2:45-5:00 p.m. was scheduled for work on projects. As this did not allow the fulfillment of interaction during institute hours, participants felt it necessary to work after hours in groups. The assistant director would have liked an alternative, unstructured method which should be considered for a future institute.

In response to activism and reaction on the parts of participants, the schedule was made to include the appearance of Don Roberts, from the School of Library Science of the State University of New York in Buffalo.

A panel of nine young Indian students representing the University of Oklahoma National Indian Youth Council was invited to present their views on contemporary Indian literature and their impressions of library services to Indians and possible improvements.

In the whirl of finishing up, evaluating, and reporting, it was especially satisfying to the director and staff to review comments such as these from the participants:

> The institute benefited me more than anything I have attended. I shall be always grateful to the institute director for having prepared and organized so well for my edification. From my experience at the institute, I feel that much more needs to be done in the area of libraries which serve Indians and exist in Indian communities. One short-coming of the program lies in the after-institute findings. This is an administrative and planning factor at a level higher than the institute.
>
> The institute was valuable to me. Thanks for all the work and effort!!
>
> This has been the most profitable and most enjoyable three weeks I have spent in my college work, and I am grateful that I was privileged to attend this institute. The institute was well planned and well executed. I hope it will continue and that others will benefit as much as I have.
>
> I have gained new insights into myself as a person and as a teacher.
>
> I favor the idea that such an institute as this one be continued.

PARTICIPANT INTEREST ROSTER

Sheila Alexander
High School Librarian, Lawton, Oklahoma. Serves Kiowa, Comanche, and some Apache. Sheila is interested in getting a Library Supervisor for the Lawton Public School system and this person could be an innovator.

Winema Amauty
Educational Technician--Library, Ft. Wingate, New Mexico. Serves the Navaho. Winema is interested in experimental schedules, providing current resources, improving human relations, and improving students' use of libraries.

Clara Lee Barris
Librarian, Sapulpa, Oklahoma. Serves Creek, Cherokee, Seminole, Choctaw, Osage, Chickasaw, and Sac and Fox. Clara is interested in improving the use of the library-individual needs-guidance-reading problems. She is teaching in an adult program (evening classes) for people who are working toward the G & D equivalency test. There are Indian adults in our program. At Sapulpa we teach for the Tulsa City Schools.

Moila Billey
Junior High Librarian, Durant, Oklahoma. Serves six local tribes. Interested in library service.

Edith Cribbs
Teacher, Hammon, Oklahoma. Serves mostly Cheyenne. Edith is interested in collecting resource materials that will help improve services in library.

Janice Crump
Teacher-Librarian, Apache, Oklahoma. Serves 28 tribes, mainly Kiowa, Comanche, and Apache. Janice is interested in problems concerning the library and its needs, making the administration and school board aware of Indian needs and current trends; English, plays and music.

Sister Maura Daily, S. P.
Teacher of Special Education, Jasper, Indiana. Sister Daily is interested in a Committee for Improvement of Children of handicapped physical and mentally deficiencies; elementary pupils' use of libraries; study of books and materials available for children, elementary level; study of Indian art; helps that will be of interest to American children, of any race because Indian art is very colorful, practical, and fascinating.

Loris Dickey
High School Librarian, Sallisaw, Oklahoma. Serves the Cherokees. Loris serves on the library board of the public library. She is working to secure a multi-county demonstration project in the area.

Don Dresp
Assistant Director Public Library, Scottsdale, Arizona. Servies Maricopa and Pima. Don is interested in putting in computers in the library and

having library service to Indians. He is President of Salt River Valley Library Association and Chairman of the Scholarship Committee--ASLA.

Cora Duncanson
Teacher-Librarian, Wagner, South Dakota. Serves the Yankton Sioux. Cora is interested in trying to build the A-V materials collection and make the faculty aware of available materials and promote greater use of them. They have a new school building program brewing and she hopes to be able to assist in planning the library for it.

Donald E. Gribble
Assistant Professor and Assistant Librarian, University of North Dakota, Ellendale, North Dakota. Serves the Dacota, Chippewa, Arikara, Hidatsa, Navajo, Teton, and Standing Rock. Don is interested in improving education by studying human beings, e.g., psychology, human relationships, self analysis, etc.; language and its relation to culture. Don serves as President, N. D. Lib. Assoc.; Member, Governor's State Advisory Council for Libraries; Member, Academic and Special Libraries Section, N.D.L.A.; Member, Library Committee, UND-EB; Chairman, Special Projects Committee, UND-ED; AAUP; Mountain Plains Lib. Assoc.; Center for the Study of Democratic Institutions.

Wilda M. Haley
Librarian, Many Farms, New Mexico. Serves the Navajo. Wilda is interested in curriculum development and variable scheduling in both public and Indian schools. She serves on the Local Educational Organization (N.C.B.I.A.E.).

Betty J. Hammer
Teacher-Librarian, Plainview, Oklahoma. Serves mainly Choctaw. Betty is interested in becoming a full-time librarian and establishing better public relations between the administrators and the librarian. The Board of Education and the community need to become more conscious of the importance of an effective library program.

Kathryn M. Hardy
Language Arts Teacher-Librarian, Mason, Oklahoma. Serves the Creeks, Cherokees, and Seminoles. One of Kathryn's main concerns is the low reading ability of many of her students, not just the Indian student. Another concern is the apathy toward learning which so many students seem to be increasingly showing. They seem to want to be "spoon-fed."

Mildred L. Hargrove
Librarian, Wewoka, Oklahoma. Serves mostly Seminole and Creek. Mildred is concerned with the lack of interest shown by the Indian students in our school and how they may be motivated.

Josephine Howard
Education Coordinator-Part-Time Reference Librarian, Oklahoma City, Oklahoma. Serves a number of Indian users. Josephine is interested especially in Indian art, Indian literature, and development of Indian use of library, how to reach ones not using library now. She serves on the Community Involvement Committee.

Mae Jennings
High School Librarian, Owasso, Oklahoma. Serves Creeks, Cherokees, etc. Mae is interested in tutoring slow learners; curriculum-a system so a student may work at his own rate of progress. Both of the above can be planned with the librarian and the teacher.

Yvonne L. Lynn
Spanish and Librarian, Hartshorne, Oklahoma. Serves several tribes, mainly Creek, Chickasaw, Cherokee, and Seminole.

James R. (Dick) Madaus
Student, University of Texas, Part-time acquisitions work, Austin, Texas. Dick's completion of his MLS is in automation studies but he is most interested in social problems particularly Indian people.

MaryLou McNeely
Teacher, Mission, South Dakota. Serves the Sioux. MaryLou is interested in helping Sioux children to learn to read in English effectively and so be able to complete high school successfully. Need Sioux materials for motivational purposes.

Helen Muncrief
High School Librarian, Marlow, Oklahoma. Serves the Choctaw. Helen is interested in developing interest of almost non-readers in reading for pleasure and helping in required reading for class work.

Alma Ogden
Teacher-Librarian, Farmington, New Mexico. Serves the Navajo. Alma is interested in arts and crafts, experimental curriculum development, and production of material of local interest and resource.

Wilma Rasmuson
Teacher-Librarian, Lone Grove, Oklahoma. Serves the Five Civilized Tribes. Wilma's main interest is in the development of the school library program to the extent that all students, administration, faculty, and even community will benefit from it. She wants her Indian students to aid other students in becoming aware of their/our heritage. Mutual respect and desire for knowledge would be great if it can be instilled in all students.

Louis Jerald Rawlings
Librarian, Roosevelt, Utah. Serves the Utes. Louis works very closely with the Indian people as a missionary in developing recreation programs; helps in developing materials on the Utes to go along with Ute history class and set up media center.

Sister Teresa Rigel
Librarian, Pine Ridge, South Dakota. Serves the Oglala Sioux-Pine Ridge Reservation. Sister Teresa is interested in children's literature. Right now she is developing a lecture on "Race Relations-American Indian," for a college class. She is also interested in development of a program for elementary library.

Geraldine F. Schultz
High School Librarian, Mayetta, Kansas. Serves Potawatomi and Kickapoo. Geraldine is interested in improvement of library service for both our Indian and white students. We need to build up our collection. Bonds have been voted for a new building to house both Mayetta and Hoyt libraries. She hopes to have a more attractive library in one location. Naturally she is interested in getting money appropriated for library needs. For the teachers association she serves on the Ethnics Committee.

Joyce M. Stewart
Head Librarian, Harrah, Oklahoma. Serves Choctaw, Kickapoo, Cherokee. Joyce is interested in orientation of Anglo students to better Indian understanding.

Sister Cecilia A. Ward, S. P.
Social Studies, Jasper, Indiana. Sister Cecilia is deeply involved in an effort to bring the culture of each country or peoples studied to the interest of the students by research, artifacts, role playing and other activities. She encourages correlation with other subject areas. She has had one year experience in departmental in the junior high, so she is here to learn new experiences to enrich her aims to stimulate pupils to interests outside and beyond their own limited culture and attitudes because we are working with new curriculum and scheduling to reach the ability of the groups according to the needs of each pupil.

PARTICIPANT'S EVALUATION

UNIVERSITY OF OKLAHOMA
Library Science Institute
July 13-31, 1970

"IMPROVEMENT OF AMERICAN INDIAN USE OF THE LIBRARY"

1. Were you adequately informed about the institute, its location, etc., previous to coming to the institute? What suggestions would you make for improvement?

2. How were you made aware of this institute? (e.g., did you receive a brochure, reading about it in a publication, or did someone tell you--if so, how did they know about it?)

3. What would you suggest is the best method for recruiting participants?

4. How could the physical facilities be improved to have made the institute more successful?

5. Were the field trips significant to the purpose of the institute? How could they have been improved?

6. Do you feel that the assignment was appropriate to the institute and its purpose? What suggestions could you make?

7. List any rather unique features of the institute.

8. Were communications between the participants and staff satisfactory?

   Director--Beverly Gerard:

   Assistant Director--Lotsee Smith:

   Instructor--N. B. Narcomey:

   Secretary--Nola Birch:

9. Were materials used (i.e., films, filmstrips, records) effective and pertinent to the purpose of the institute?

10. What was the most significant thing that happened to you during the institute?

11. What do you consider the major strengths of the institute?

12. What do you consider the major weaknesses of the institute?

13. Did you encounter any major problems? What would you suggest as solution?

BEST COPY AVAILABLE

SUMMARY

By Sister Teresa Rigel

Purpose of the Institute (from the brochure)

1. Help Indian students realize their potential.
2. Establish personal goals and give students ability to attain them.
3. Make our libraries attractive to students.
4. Attain background of history of tribal culture, social life, religious beliefs and current economic conditions.

These objectives were achieved through this institute. I've divided this summary into five parts.

1. ORIENTATION: Monday and Tuesday of the first week was spent in becoming acquainted with the director, the assistant director and one another. Howard Walkingstick aided in this orientation, with sensitivity training.

2. INDIAN HISTORY AND CULTURE:
   a. N.B. Hareomey
   b. Dr. Gibson and "The Indian in History".
   c. Mrs. T.D. Allen, "Writings of American Indian".
   d. Indian Dances - Dick Madaus, participant.

   Materials
   a. Field Trips to museums, Pageant, "Trail of Tears"
   b. Phillips Collection, O.U. Library-Dave Edmunds & Mary Metz.
   c. Films - "Unfinished Journey", "End of the Trail", "Home of the Brave"
   d. Filmstrips, slides, arts and crafts

3. THE INDIAN TODAY:
   a. Overton James
   b. The nine Indian students from O.U. - including the one reading his poetry.

   Materials
   Current newspapers, periodicals, brochures and catalogs.

4. EDUCATION:
   a. Dr. Dale Jordan - reading
   b. Max Snow - Idaho program - Johnson-O'Malley Act
   c. Jerry Beeman, Robert Muahe, Stanley Smartlowit - Education for Migrants and Yakima Tribe
   d. Frank Quiring - Bureau of Indian Affairs Programs
   e. Willard Bass - Drop-out Study

   Materials
   a. Projects and discussion of the group
   b. Filmstrips - N.E.A., A.L.A.
   c. Films - "The Remarkable School"
   d. Trip to Kennedy Elementary School. Media Center.

BEST COPY AVAILABLE

5. THE LIBRARY:
   a. Dr. Bertalan
   b. Ray Reece
   c. Don Roberts
   d. Mildred Laughlin

   Materials
   a. Field Trips - Riverside Library, Oral Roberts University, University Library (Learning Center).
   b. Book Exhibits from O.U. Press, Naylor Publications, Baker & Taylor, Oklahoma City Jobber
   c. Various handouts
   d. Project - "Resources for Improving The Indian American Use of the Library"

In conclusion, we listened to outstanding speakers, heard and saw much. We exchanged valuable ideas. Now, it is for us to integrate this and apply it in our own situation.

BEST COPY AVAILABLE

UNIVERSITY OF OKLAHOMA
Library Science Institute
July 13-31, 1970

"IMPROVEMENT OF AMERICAN INDIAN USE OF THE LIBRARY"

Name, Address & Position	Age	Sex	Race	Salary	Dep.	S.S. #
Mrs. Sheila Alexander 508 N. 8th. Lawton, Oklahoma 73501 High School Librarian Lawton Public School Lawton, Oklahoma	23	F	W	$6750.	0	442-46-6998
Mrs. Winema Anatty Box 326 Ft. Wingate, New Mexico 87316 Educational Technician Wingate High School Ft. Wingate, New Mexico	32	F	Ind	$6500.	0	539-34-2691
Mrs. Clara Barris 1220 Teresa Sapulpa, Oklahoma 74066 Jr. High Librarian Sapulpa City Schools Sapulpa, Oklahoma	58	F	W	$8000.	1	440-28-3552
Mrs. Moile Bilby Route 2 Durant, Oklahoma 74701 Jr. High Librarian Durant Public School Durant, Oklahoma	50	F	W	$6300.	0	443-36-5981
Mrs. Edith Cribbs Route 1 Hammon, Oklahoma 73650 Hammon Schools Hammon, Oklahoma Jr-Sr. High Librarian	58	F	W	$7200.	0	446-36-5336
Mrs. Janice Crump Box 384 Apache, Oklahoma 73006 Teacher-Librarian Apache Public Schools Apache, Oklahoma	38	F	W	$6000.	0	447-34-7474

BEST COPY AVAILABLE

Sister Maura Daily 1020 Kundek Jasper, Indiana 47546 Teaching Special Education Greater Jasper Consolidated School Jasper, Indiana	61	F	W		0	442-54-5823
Mrs. Loris Dickey 410 South Walnut Sallisaw, Oklahoma 74955 High School Librarian Sallisaw, Oklahoma	59	F	W	$6800.	1	444-40-5964
Mr. Donald Dresp 920 S. Terrace Road Tempe, Arizona 85281 Assistant Director Scottsdale Public Library Scottsdale, Arizona	34	M	W	$12,000	1	508-36-3541
Mrs. Cora Duncanson 607 2nd. S.E. Wagner, South Dakota 57380 Teacher-Librarian East Charles Mix School Wagner, South Dakota	57	F	W	$7440.	0	503-46-8177
Mr. Donald [illegible] Box 111 Ellendale, North Dakota 58436 Ass't. Prof., English & Librarian University of North Dakota Ellendale, North Dakota	57	M	W	$9600.	1	474-05-9501
Mrs. Wilda Haley Box 358 Chinle, Arizona 86503 Librarian Many Farms High School Many Farms, Arizona	55	F	W	$10,210.	0	444-34-3083
Mrs. Betty Hammer Drawer H Lone Grove, Oklahoma 73443 Teacher-Librarian Plainview School Ardmore, Oklahoma	39	F	W	$7600.	0	448-30-5666
Mrs. Kathryn Hardy Box 2 Mason, Oklahoma 74853 Teacher-Librarian Mason High School Mason, Oklahoma	35	F	W	$5900.	0	442-36-8987

BEST COPY AVAILABLE

Mrs. Mildred Hargrove 717 S. Okfuskee Wewoka, Oklahoma 74884 High School Librarian Wewoka Public Schools Wewoka, Oklahoma	57	F	W	$7200.	0	442-40-6112
Mrs. Josephine Howard 125 N.W. 22nd St. Oklahoma City, Oklahoma 73103 Education Coordinator Oklahoma County Libraries Oklahoma City, Oklahoma	57	F	W	$8520.	0	442-30-5948
Mrs. Una Mae Jennings Cookson, Oklahoma 74427 High School Librarian Owasso High School Owasso, Oklahoma	46	F	W	$7200.	1	442-76-4205
Mrs. Yvonne Lynn Route 2 Box 79 Hartshorne, Oklahoma 74547 Teacher Hartshorne High School Hartshorne, Oklahoma	55	F	W	$7200.	1	444-14-1042
Mrs. Mary L. McNeely Box 756 Mission, South Dakota 57555 Teacher-Reading Todd Co. Ind. Sch. Dist. Mission, South Dakota	43	F	W	$9100.	3	447-22-7956
Mr. James Madaus 2207 S. Lakeshore Blvd. #106 Austin, Texas 78741 Student-Part Time Lib. Staff University of Texas Austin, Texas	26	M	W	$2500.	0	436-66-9423
Mrs. Helen Muncrief Box 369 Marlow, Oklahoma 73055 Jr. & High School Librarian Marlow Public Schools Marlow, Oklahoma	53	F	W	$7000.	0	445-52-4161
Mrs. Alma Ogden 300 West 27th Farmington, New Mexico 87401 Teacher-Librarian Farmington Public Schools Farmington, New Mexico	41	F	W	$8500.	0	440-30-8173

BEST COPY AVAILABLE

Mrs. Wilma Rasmuson 508 Locust Ardmore, Oklahoma 73401 Teacher-Librarian Lone Grove Schools Lone Grove, Oklahoma	44	F	W	$6000.	0	446-44-4758
Mr. Louis Rawlings Box 352 Roosevelt, Utah 84066 Librarian Uintah School Vernal, Utah	26	M	W	$6020.	2	529-56-5565
Sister Teresa Rigel Holy Rosary Mission Pine Ridge, South Dakota 57770 Librarian Holy Rosary Mission Pine Ridge, South Dakota	47	F	W	$75.(mo)	0	509-56-1327
Mrs. Geraldine Schultz Route 5 Topeka, Kansas 66617 High School Librarian Mayetta, Kansas	53	F	W	$7650.	0	509-22-2575
Mrs. Florence Simonton 1415 Commercial S.E. Salem, Oregon 97302 Librarian Chemawa Indian School Chemawa, Oregon	41	F	W	$8900.	5	003-22-2015
Mrs. Joyce Stewart 3812 S.E. 26th Oklahoma City, Oklahoma 73115 Librarian Harrah Public Schools Harrah, Oklahoma	29	F	W	$7500.	0	447-40-4379
Sister Cecilia Ward 1020 Kundek Street Jasper, Indiana 47546 Social Studies Teacher Greater Jasper Consolidated Schools Jasper, Indiana	55	F	W	State Scale	0	307-58-5471

BEST COPY AVAILABLE

UNIVERSITY OF OKLAHOMA
School of Library Science
Library Science
July 13-31, 1970

SPEAKERS/CONSULTANTS ADDRESSES

Mrs. T. D. Allen
P. O. Box 2775
Carmel, California 93921

Mr. Willard P. Bass
Southwestern Cooperative Educational Laboratory
117 Richmond Drive N. E.
Albuquerque, New Mexico 87106

Mr. Harry J. W. Belvin
302 W. Willow
Durant, Oklahoma 74701

Dr. Frank Bertalan
School of Library Science
University of Oklahoma
Norman, Oklahoma 73069

Dr. Arrell Gibson
University of Oklahoma
455 W. Lindsey, Room 406
Norman, Oklahoma 73069

Miss Jeannette Henry
451 Masonic Avenue
San Francisco, California 94117

Mr. Gerald E. Hosman
Central Washington State University
Toppenish, Washington 98948

Mr. Overton James
Department of Indian Education
State Capitol Building
Oklahoma City, Oklahoma

Dr. Dale Jordan
Professor of Education & Psychology
Central State College
400 East Hurd
Edmond, Oklahoma 73034

Mrs. Mildred Laughlin, Librarian
Kennedy Elementary School
Norman, Oklahoma 73069

BEST COPY AVAILABLE

Mr. Robert Muehe
Education Specialist
Yakima Indian Agency
Toppenish, Washington 98948

Mr. M. B. Marcomey
Riverside Campus
Anadarko, Oklahoma 73005

Mr. Frank Quiring
Education Specialist
Anadarko Area
Anadarko, Oklahoma 73005

Mr. Ray Reece, Librarian
Instructional Services Center
Brigham City, Utah 84302

Mr. Richard R. Knopp, Director
Curriculum Development
PROJECT NECESSITIES
Box 575
Brigham City, Utah 84302

Mr. Stanley Smartlowit, Chairman
Yakima Education Committee
Yakima Indian Agency
Toppenish, Washington 98948

Mrs. Lotsee Smith
1523 Windsor Way
Norman, Oklahoma 73069

Mr. Max Snow, Director
Indian Education
Department of Education
Boise, Idaho 83707

Mr. Howard Walkingstick
Area Social Worker
Anadarko Area
Anadarko, Oklahoma 73005

Miss Pauline Winnick
OE/BAVLP/DLP
7th & D Street S. W.
Washington, D. C. 20202

UNIVERSITY OF OKLAHOMA
Norman, Oklahoma

SCHOOL OF LIBRARY SCIENCE
announces an

INSTITUTE FOR TRAINING IN LIBRARIANSHIP ON

IMPROVEMENT OF AMERICAN INDIAN USE OF THE LIBRARY

Oklahoma Center for Continuing Education
July 13-31, 1970

PURPOSE

Indian students, as a minority group, are among the financially and culturally as well as academically deprived groups. In order to alleviate this situation, plans for improvement must be materialized and put into effect in libraries where service should be available to Indian students.

The purpose of the Institute is not to stir up sympathy for the Indian student. The purpose is, however, to help them realize their potential, establish personal goals and give them ability to go about attaining them; keeping in mind that we must develop means of making our libraries more attractive, meaningful and useful to our Indian students as well as others. In order to appeal to Indian students we must be prepared to understand them, which requires background knowledge about the history of tribal culture, social life, religious beliefs and current economic conditions.

Many factors contribute to poor achievement of the Indian student. Not all of them are poor students. Many have great possibility when not burdened by problems at home; parents who are not education oriented, parents who are not prone to guide the student or even provide a healthy home environment.

There is a definite relationship between poor grades or lack of achievement and absenteeism. Parental and home conditions have a constant effect on the student's attitude toward his work.

This institute is in compliance with Title VI of the Civil Rights Act of 1964 and does not discriminate on the basis of race, color, or national origin.

LOCATION

The Institute will be held on the University of Oklahoma campus at the Oklahoma Center for Continuing Education in cooperation with the School of Library Science which provides very adequate physical facilities, competent staff and material resources for the institute.

The Bizzell Library which houses the Phillips Collection of rare and well known books on Indian history, will be available to participants for research.

FIELD TRIPS

Week-end field trips will reveal to participants the importance of Indian history and its relationship to the modern-day Indian. Cultural interpretation of early day implications of life among American Indians will be observed through the media of paintings, sculpture, carvings and other art forms by many well-known artists in the numerous museums throughout Oklahoma.

Places of interest to be visited include the Cherokee drama, "Tsa-La-Gi" and the replica of the ancient village in Tahlequah, Oklahoma, Indian capitols of the Creek, Cherokee and Choctaw nations; museums and replicas of cities inhabited by the Kiowas, Caddos, Comanches and other Plains Indians, as well as possible industries dedicated to Indian employment and preservation of the Indian image.

Conducted under a grant from the U.S. Office of Education, Title II-B, Higher Education Act of 1965, P.L. 890329.

401 West Brooks
School of Library Science
University of Oklahoma
Norman, Oklahoma

Library Science Institute
"Improvement of American
Indian Use Of The Library"
July 13-31, 1970

STAFF

DIRECTOR

Mrs. Beverly Gerard
Teacher-Librarian
Riverside Indian School
Anadarko, Oklahoma 73005

ASSISTANT DIRECTOR

Mrs. Lotsee Smith
Doctoral Candidate
University of Oklahoma
Norman, Okla. 73069

LECTURERS AND CONSULTANTS

Dr. Frank Bertalan, Director, School of Library Science, University of Oklahoma

Boyce Timmons, Chairman of American Indian Institute, University of Oklahoma

Will Antell, Director, Minnesota State Department of Indian Education

Overton James, Governor of Chickasaw Tribe, Oklahoma State Department of Indian Education

Jerry Hosman, Center for Study of Migrant and Indian Education, Central Washington State University

James Belvin, Chief of the Choctaw Nation, President of Inter-Tribal Council of the Five Civilized Tribes.

Willard P. Bass, Assistant Director, Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico, plus many others including authors of Indian history books, tribal education leaders and Indian educators.

PARTICIPANTS

Thirty participants will be selected on the basis of their ability to benefit personally in understanding the American Indian and application of information gained while at the Institute.

Participants must be actively involved in library development and interested in improvement of Indian academic status and other related aspects of Indian Education.

Participants will engage in group discussions, exchange of ideas and comparisons of common problems with possible solutions, having come from similiar working situations where Indians are students or patrons of the library.

Selection preference will be given to those with Library Science degrees, then Teacher-Librarians without Library Science degrees, then to those with minimal Librarianship training.

STIPENDS AND HOUSING

Participants will be eligible to receive a tuition-free stipend of $75.00 per week, plus $15.00 for each dependent. Each participant is responsible for his own housing and meals, as well as transportation to and from the Institute.

The most convenient accommodations are in the Towers on the O.C.C.E. campus with meals in the Commons Restaurant. Rates are $4.50 per night.

This application MUST be returned on or before April 30, 1970.

APPLICATION FOR ADMISSION
Institute on Librarianship

(Please print)

Name _____ Sex: ____M ____F Age____yrs.
Last First Middle

Home Address _____
No. and Street City State Zip

Home telephone _____ Social Security Number _____

Number of dependents (excluding yourself) who are claimable for Federal income tax purposes: _____ (If you file a joint return and are not the major earner, you may not claim any dependents.)

Employed by _____ Employer's Address _____

Employer's telephone _____ Title of your position _____ (Elem., J.H., H.S.)

Name, title, and address of your immediate supervisor _____

_____

Approximate Indian enrollment in your school _____ Tribes represented _____

Highest degree held _____ Date received _____

Have you previously attended an NDEA or HEA Library Institute Program? ____Yes ____No (If yes, specify _____)

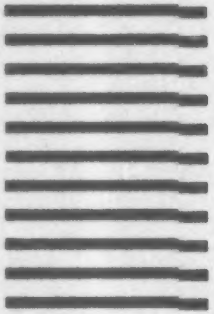
Are you applying for a library institute in addition to this one? ____Yes ____No (If yes, specify _____)

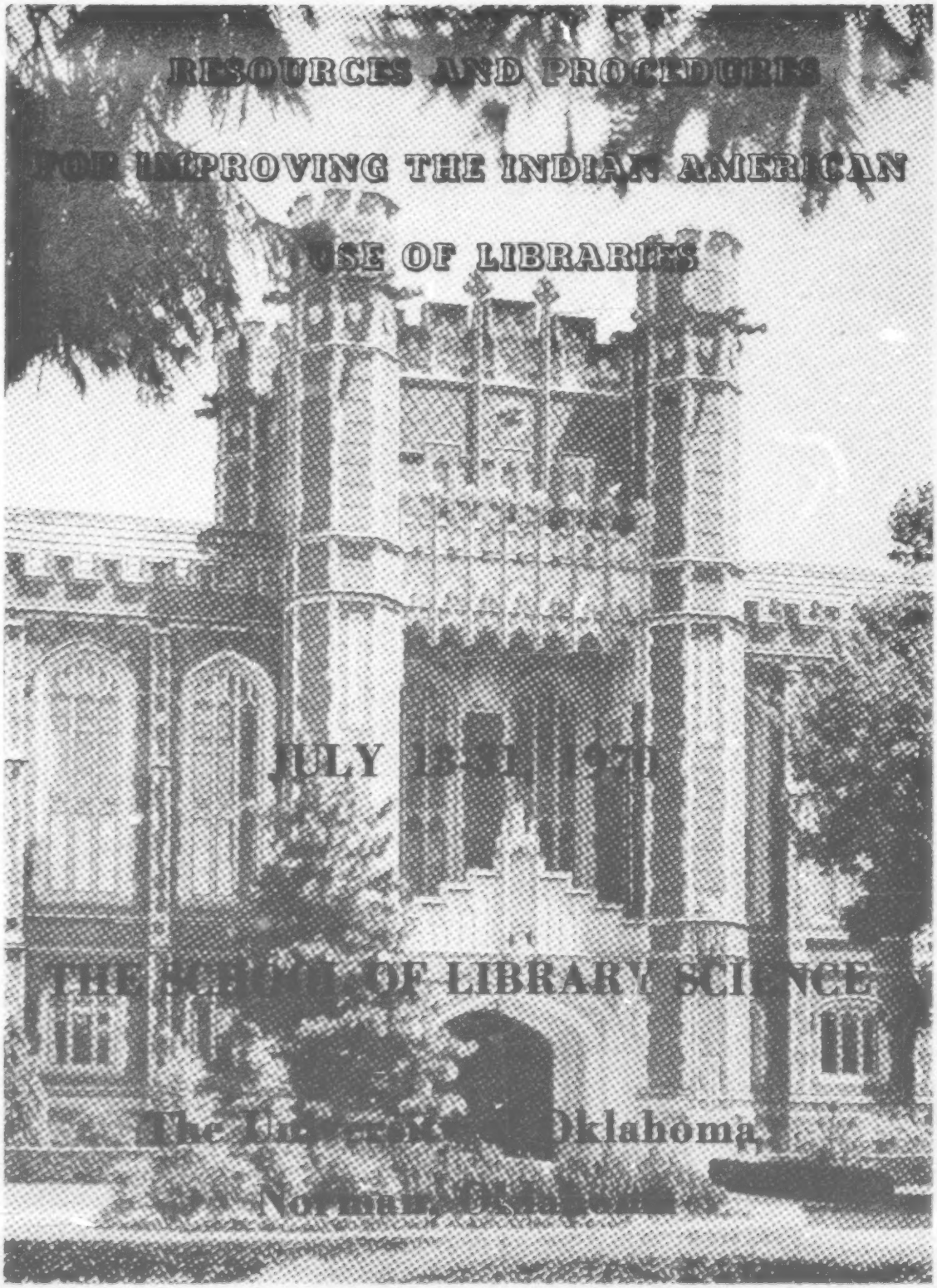
I certify that the statements made by me in this application are true, complete, and correct to the best of my knowledge and belief, and are made in good faith.

_____ _____
Date Signature of applicant

Mail on or before April 30, 1970.

Mrs. Beverly Gerard
Riverside Indian School
Anadarko, Okla. 73005




RESOURCES AND PROCEDURES
USE OF LIBRARIES
JULY
OF LIBRARY SCI
Oklahoma

RESOURCES AND PROCEDURES FOR IMPROVING THE INDIAN AMERICAN USE OF LIBRARIES

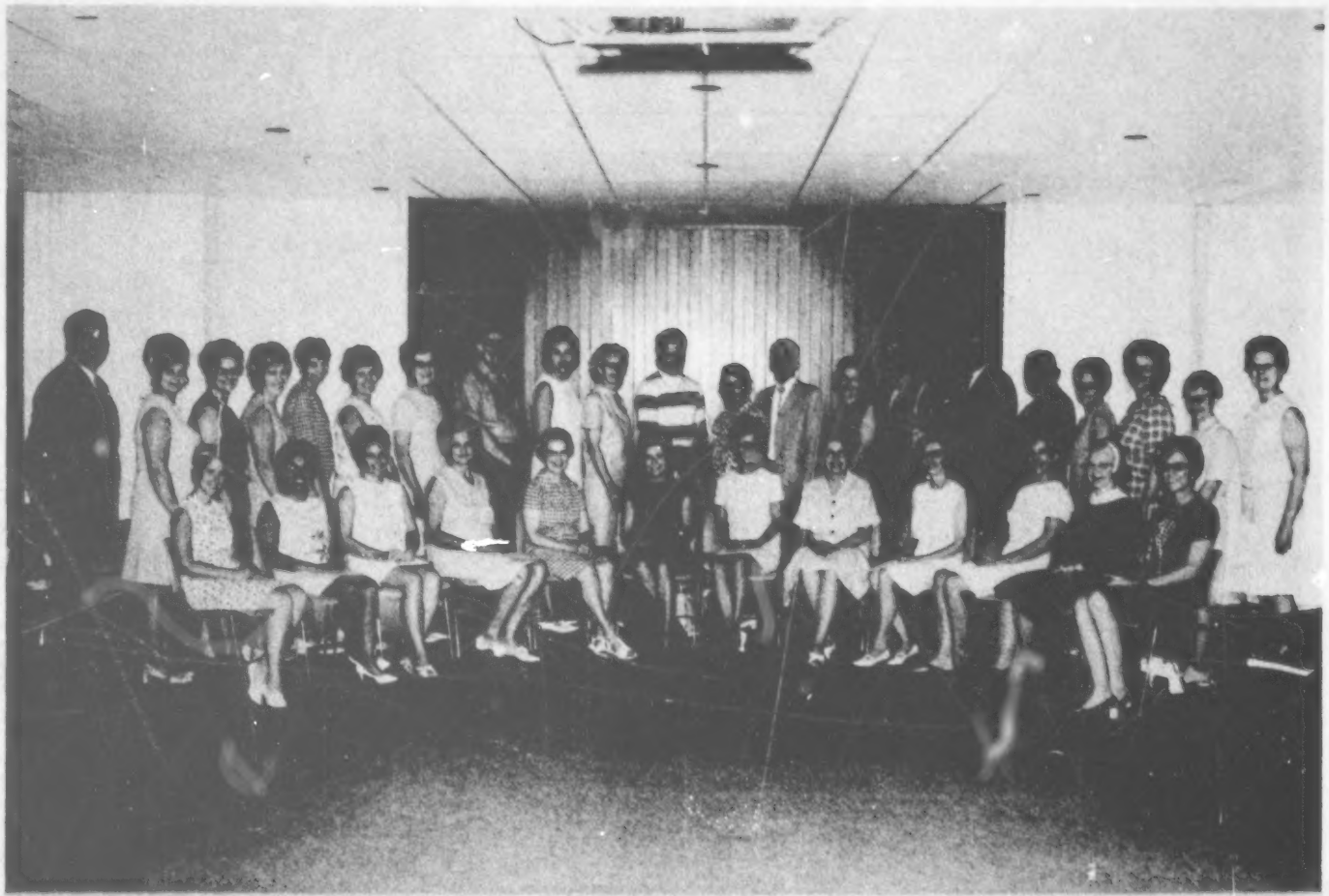
Written By:
Participants in a Library Institute on
"Improvement of American Indian Use of the Library"

Conducted By:
The School of Library Science
University of Oklahoma
Norman, Oklahoma

July 13-31, 1970

Supported by:

a grant from the U. S. Office of Education
Title II B Higher Education Act of 1968
P.L. 89-329



LIBRARY SCIENCE INSTITUTE, "IMPROVEMENT OF AMERICAN INDIAN USE OF THE LIBRARY"

JULY 13 - 31, 1970

UNIVERSITY OF OKLAHOMA

ROW 1

JOYCE M. STEWART, Oklahoma City, OK
NOLA BIRCH, Anadarko, OK
LOTSEE SMITH, Institute Ass't Director, Norman
YVONNE LYNN, Hartshorne, OK
SISTER MAURA DAILY, S.F., Jasper, IND
WILDA BALEY, Chickasha, OK
CORA DUNCANSON, Wagner, SD
CLARA BARRIS, Empalpo, OK

GERALDINE SCHULTZ, Topeka, KS
ALMA OGDEN, Farmington, NM
SISTER CECILIA AGNES WARD, S.P., Jasper, IND
WILMA RASMUSON, Ardmore, OK

ROW 2

N. B. HARCOMBY, Staff, Anadarko, OK
BETTY RAMMER, Long Grove, OK
MILDRED HARGROVE, Wewoka, OK
KATHRYN HARDY, Noxen, OK

WINONA AMAUTY, Ft. Wingate, NM
MAE JENNINGS, Tulsa, OK
LORIS DICKEY, Sallisaw, OK
DONALD GRIBBLE, Ellendale, ND
JANICE CRIMP, Apache, OK
JOSEPHINE HOWARD, Oklahoma City
LOUIS RAWLINGS, Roosevelt, UT
HELEN MUNCRIEF, Marlow, OK
JAMES MADAUS, Austin, TX

NOILA BILBY, Durant, OK
DON DRESP, Tempe, AR
ROBERT MUEHE, Toppenish, WA
STAN SMARTLOWIT, Toppenish, WA
EDITH CRIPPS, Hammon, OK
MARILOU MCNEELY, Mission, SD
SISTER TERESA ZIGEL, Pine Ridge, SD
BEVERLY GERARD, Director, Anadarko

-ou photo-

ACKNOWLEDGEMENT

It was a welcomed opportunity for the **School of Library Science** of the **University of Oklahoma** to participate in the planning and execution of the recently completed **Institute on the Improvement of Indian American Use of Libraries.** This was particularly true and significant in view of the successful similar **Institute** which was conducted during the previous summer, in July, 1969. The continunity of the program was recognized to be a major factor in the second year's attainment of the objectives of the program.

Comments freely offered by the individual participants and an analysis of the latters' respective evaluations of the **Institute** lead the **Director** of the **Library School** to commend the **United States Office of Education** for its role in having approved the program. Recognition is also due and eagerly offered to the **Institute's Directors and staff** for the quality and effectiveness of their combined efforts.

FRANK J. BERTALAN
Director
School of Library Science
University of Oklahoma
Norman, Oklahoma

LECTURERS

Dr. Arrell Gibson
Historian & Author
University of Oklahoma
Norman, Oklahoma

Overton James
Chickasha Governor &
Oklahoma State Department of Education

Dr. Dale Jordon
Reading Specialist
Central State College

Howard Walkingstick
Bureau of Indian Affairs
Social Services
Anadarko, Oklahoma

Terry Allen
Author California

Willard Bass,
Assistant Director
Southwestern
Cooperative
Educational
Laboratory
Albuquerque, N. Mex.

Jerry Hosman
Supervisor, Student
Teaching
Migrant & Indian Center
Central Washington State
College
Ellenburg, Wash.

Stan Smartlowit
Chairman, Yakima Tribal
Educational Committee
Toppenish, Wash.

Max Snow
Idaho State Department
of Education., Indian
Education

Ray Reece
Librarian, Instructional
Service Center, Bureau
of Indian Affairs
Brigham City, Utah

INSTITUTE DIRECTOR

Beverly Gerard

Librarian, Riverside Indian School

Anadarko, Oklahoma

ASSISTANT DIRECTOR

Project Director and Editor

Lotsee Patterson Smith

Doctoral Candidate, Educational Media

University of Oklahoma

PHOTOGRAPHY

Dick Madaus

Ruby Shannon

The work presented herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

GERARD, BEVERLY

Librarian, Riverside Indian School
Anadarko, Oklahoma

Box 160
Anadarko, Oklahoma 73005

BIRCH, NOLA

Library Aide, Riverside Indian School
Anadarko, Oklahoma

Route 1
Anadarko, Oklahoma 73005

NARCOMEY, N. B.

Teacher-Atheletic Director
Riverside Indian School

Route 1
Anadarko, Oklahoma 73005

SMITH, LOTSEE PATTERSON

Doctoral Candidate
Educational Media, University of Oklahoma

1523 Windsor Way
Norman, Oklahoma 73069

TABLE OF CONTENTS

PREFACE 1

FOREWORD 2

IDENTIFYING LIBRARY NEEDS 3

IMPROVING HUMAN RELATIONS 4-6

MOTIVATING LIBRARY USE 7-13

- Tips for Teaching Indian Students Effectively 8-9
- Tips for Librarians 10-13
  - Motivating the Student 10-12
  - Motivating the Faculty 13

HINTS FOR INTEGRATING INDIAN HISTORY AND CULTURE INTO THE CURRICULUM 14-16

SPECIAL PROGRAMS AND PROJECTS 17-27

- Setting Up & Implementing a Human Resources File 18-19
- Displays and Exhibits 20-23
- Book Fairs 24
- Book Talks 25
- Independent Study 26-27

PUBLIC LIBRARY SERVICE TO THE INDIANS 28-40

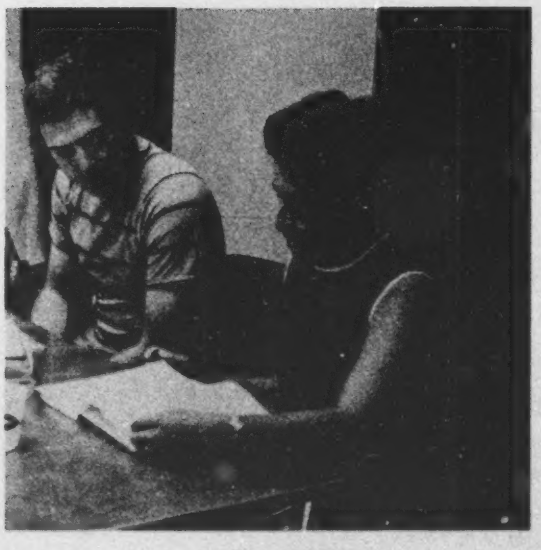
- Preface 29
- I. Objectives 30
- II. Program 31-39
  - A. Public Library Checklist 31-35
  - B. Extended Service 36-39
  - 1. Outside Library 36-37
  - 2. Inside the Library 38-39
- III. People to People Relationship - Communications 40

APPENDIX 41-

- List of Indian Periodicals and Newspapers 41-44
- List of Participants 45-46
- Photographs . . . . . Book

Left: **BEVERLY GERARD**, Institute Director
Right: **LOTSEE SMITH**, Institute Assistant Director

N. B. NARCOMEY
Institute Instructor



NOLA BIRCH
Institute Secretary

PREFACE

This period of transition presents problems for the school-age Indian. He is generally torn between two generations, when grandparents have often raised the child, while pressure is placed upon the student to abandon their teaching for a more conformative way of life.

The realization of the need for education and the desire for it is often late in dawning in the Indian student. Perhaps the non-realization of the need for education is the primary problem among Indian students today. Or maybe they've been told somewhere along the way, that they can't learn or will never be college material, thereby crushing any ambition that might have been.

It is the responsibility of every education-oriented professional person to encourage academic achievement in Indian students. The librarian is in such a key position. If the librarian, who is by nature also a teacher, is aware of the Indian, his academic, social, economic and sometimes personal problems, these problems may be subjugated by his determined effort to excel. He must first be so inspired: He must be understood! He must be motivated!

The total needs of today's American Indian, unless already totally acculturated, will continue to be very nearly the same for at least one more generation; depending upon his locale. Many tribes are advancing socially, economically and academically more rapidly than other tribes and more than is nationally recognized.

The ultimate aim of the non-Indian for the Indian, seems to be that of total acceptance of middle-class living standards, mores and acquisition of possessions and education. Time is dispelling the century-old viewpoint that Indian students just can't attain the normal education requirements. Society is requiring that they be allowed to do so, without the accompanying historic stigma.

The Indian student today seems to have views wholly unto himself; attention-getting gimmicks, nor entirely different from the universal radicals on today's university campuses; however, non-violent. There is a need in most observed cases for internal, personal self-satisfaction, due to the realization of historical incidents of injustice and probable personal experience of prejudice. They are recognizing the importance of being, first, self-important, then Indian-important and rightly so.

The librarian can be the sparking power that makes an entire staff aware of Indian customes, beliefs, current problems and social handicaps which serve as a deterrent to his school progress or support to his potential drop-out. This is a wide scope of information to be sought out in the librarian's limited free time. Fortunate are those who can, in the course of a three weeks institute, be exposed to presentation of problems and their possible solution in the form of lectures, audio-visuals and printed materials. Fortunate are those who can observe by field trip, a panoramic view of Indian history and ancient life, enriching their background knowledge in a way which might have been physically impossible for some. Fortunate are those students whose librarians return to their work with an awareness of the beautiful Indian heritage and a determination to alleviate some problems which have undermined his progress. Fortunate are those who will be able to gain satisfaction of improving educational standards of America's first citizens by extending supportive assistance through meaningful library service.

Beverly Gerard,
Director, Library Science Institute
"Improvement of American Indian Use of the Library"

FOREWORD

This "Resource" booklet represents the contributions of 28 participants involved in a Library Institute held at the University of Oklahoma, July 13-31, 1970. We recognize the inadequacies of this booklet and offer our apologies for them; however, we believe that this is at least a beginning toward something that needs to be done. It is hoped that it can be revised, up-dated and improved at some future date. Until then, we submit our suggestions for your use.

Effort has been made to make this booklet practical, helpful and useful to the librarian serving the Indian American. The problems of social institutions, such as school systems and public libraries, in relating in a meaningful way to minority (culturally different) groups are recognized. In the school system, the problem is compounded by inadequate teacher training, and irrelevant curricular materials. It is to help the librarian meet this challenge by becoming aware of special needs, by acquiring culturally relevant materials and through extended services that we offer this booklet.

Our social systems, e.g., the public school and the public library, are complex organizations involving integration of people, media, concepts, methods and management. Curriculum in our schools is a total environment involving a relationship between the teacher, the learner, the materials and the librarian. It is our concern that this relationship adequately meet its responsibility to the Indian student. Too often this statement made by Darrell Willey has been true: "It appears that minority groups, who consistently do poorly in school and who are subtly discriminated against by the present system of education may internalize their feelings of inferiority and come to feel that their failure is deserved." As librarians we recognize the important potentialities of the library and the librarian in this relationship. Therefore, we hope our efforts in putting together this booklet will encourage and assist librarians in meeting the needs of the Indian American.

Lotsee Patterson Smith, Editor
Assistant Institute Director

August 2, 1970
Norman, Oklahoma

IDENTIFYING LIBRARY NEEDS

COMMITTEE MEMBERS:

Sister Teresa Rigel, Chairman
Geraldine Schultz, Recorder
Helen Muncrief, Member

This group suggests the following needs for consideration.

I. Library materials
- A. Materials that present an accurate picture of Indians.
- B. Materials, particularly books, written by Indians about Indians.
- C. Materials of the high-interest, low-level vocabulary type-for example, ***Good Reading for Poor Reading,*** rev. ed., by George Spache; Garrard, 1968.
- D. In addition to the daily newspapers in the area, Indian newspapers are needed. These are ***The Cherokee Nation News, The Navajo Times, Akwesasne Notes,*** and/or others.
- E. A wide selection of periodicals with some that emphasize Indian interests-for example: ***Smoke Signals, Powwow Trails, or The Sentinel.***
- F. Records and tapes of Indian music, poetry, prose, and talks by local Indian people.
- G. Colorful slides and filmstrip of Indian art, dress, and culture.
- H. Up-to-date pamphlets and clippings relating information about Indians should be in the vertical file.

II. Library environment
- A. Personnel
  - 1. Enthusiastic librarian
    - a. has awareness of specific need of Indian students.
    - b. is aware of cultural differences.
  - 2. Indian student library assistants
    - a. assist students, especially in orientation.
    - b. suggest subjects for book selection.
  - 3. Indian librarian aids (adult)
    - a. help the librarian and the students relate to one another.
    - b. assist in setting up cultural display.
- B. Physical factors
  - 1. Attractive and appealing facilities
    - a. Frequent use of Indian material on bulletin board.
    - b. Occasional display of Indian books.
    - c. Exhibits of Indian arts and crafts by students, craftsmen in the community, and contemporary artists.
  - 2. Comfortable atmosphere
    - a. Permit cooperative study.
    - b. Freedom for all students to move about quietly.

RECOMMENDATIONS FOR IMPROVING HUMAN RELATIONS THROUGH THE SCHOOL LIBRARY

COMMITTEE MEMBERS:

Mildred Hargrove, Chairman
Kathryn Hardy, Recorder
Winema Amauty, Member
Clara Barris, Member

RECOMMENDATIONS

The purpose of these recommendations is to encourage the Indian student to make better use of the library by improving human relations within these groups: school personnel, parents, students, and the community.

I. School personnel involvement
- A. Acquaint personnel with special needs of Indian students
  1. Through faculty meetings
  2. Through curriculum planning
  3. Through disseminating appropriate materials, such as bibliographies
  4. Through indirect approach to administrators and teachers
- B. Initiate activities to help develop interest in Indians
  1. Emphasize Indian heritage during American Education Week (See Special Programs section of this booklet.)
  2. Emphasize American Indian Day
- C. Recommend that teaching aides be of Indian background or extraction
- D. Encourage development of Indian culture and history courses
- E. Have suggestions for integrating Indian viewpoint and values into curriculum

II. Parent involvement
- A. Parent's Day
  1. Symposium on Indian concerns
     a. Indian parents
     b. Non-Indian parents
     c. Government workers
     d. Indian leaders
     e. Businessmen
     f. School board
     g. Teachers and administrators
  2. Class visitations
  3. Demonstrations by Indian parents of traditional Indian skills

B. Adult Education classes
C. Use of the library
    1. List books of Indian interest on the adult interest level
    2. Use a librarian column in school paper
        a. Book reviews by students and librarians
        b. Periodical reviews by students and librarians
D. Family night at the library

III. Student involvement

A. Creative activities
    1. Art displays
    2. Bulletin board preparation
    3. Indian Culture Day
        a. Costume contest
        b. Arts and crafts' contest
        c. Indian sports contests
        d. Legend writing or telling contests
        e. Mock council meeting
        f. Indian dinner
B. Book reviews
C. Participation in library clubs
D. Panel discussions about books, cultures, etc.
E. Interchange of programs between schools
F. Use of Indian students for work in the library
G. Encouragement of Indian representation on student council
H. Participation of Indian students in evaluation and selection of books, expecially books especially books concerning Indians
I. Set up and maintain a vertical file on Indian materials
J. Set up and maintain a picture file of Indian art and leaders

IV. Community involvement

A. Set up resource file for community use
    1. List of available Indian speakers for programs
    2. Bibliographies of Indian materials
    3. Local history material
B. Use civic organizations
    1. Present programs using Indian students
    2. Sponsor activities
        a. Indian Arts Festival
        b. Girls' State and Boys' State - use Indians as participants
C. Conduct community-wide Indian Culture Day
D. Use radio and television facilities to publicize library activities concerning Indian interests
E. Develop a cooperative program between the school library and the public library
F. Offer assistance to set up libraries and volunteer work for Indian Center
G. Open libraries at night when possible and when needed

V. Librarian personal involvement

A. Recognize persons by speaking to them and calling them by name
B. Take time to be helpful
C. Update rules and regulations of the library
D. Help the Indian student to develop a positive self-image through the understanding of his uniqueness and cultural heritage
E. Create an atmosphere conducive to study or relaxation
F. Learn reading levels of students if possible
G. Accept the Indian student as an individual, not a stereotype
H. Learn some Indian words of the tribe in your locale
I. Use humor wisely
J. Be informed about local Indian customs, superstitions, living habits, and current events

Winema Amauty & Geraldine Schultz
Reflect on Speaker's thoughts

Nola Birch & Molla Bilby
Break for coffee

Cora Duncanson & Don Dresp
Listen to Speaker

MOTIVATING LIBRARY USE

COMMITTEE MEMBERS:

Marylou McNeely, Chairman
Cora Dunconson, Recorder
Edith Cribbs, Member
Wilda Haley, Member
Yvonne Lynn, Member

No matter how complete or elaborate our library facilities may be, no library is any better than the use made of it. We would like to suggest some means by which Indian students may be encouraged to make better use of library services.

Enthusiasm is a prime motivational factor, and an enthusiastic librarian can work wonders in making both the students and the staff want to use the library. As teachers and librarians for Indian youth, we cannot hope to work successfully with these students unless we understand some basic psychological concepts. We have included these in order that the teacher may become cognizant of them and use them to motivate students to greater achievement. Also we must have books and other materials which will appeal to the Indian student; hence, we have listed some bibliographies from which such materials may be ordered. No matter how much appropriate material we have, however, if we cannot get the students interested in using them we have failed. Therefore we deem a good, continuing orientation program to be invaluable. Not only must the students become familiar with all the facets of the library services, but also the faculty must become acquainted with and make use of these services. If the faculty and students are not actively involved in the library, they are not really using the library. Use is also facilitated by the actual physical appearance of the library. We have suggested some means by which we can visually encourage people to want to use our facilities.

Our goals as librarians should include; to help make the Indian student feel that he is an important part of the school system; that he has something to contribute to the school that no one else can contribute, and to foster a desire to learn not only about his own culture but also about cultures of other peoples, and to experience the joy of learning for both pleasure and information.

TIPS FOR TEACHING INDIAN STUDENTS EFFECTIVELY

1. Never criticize destructively--be constructive. Accent the positive. Success breeds success just as failure breeds more failure.
2. Praise in private, not before the whole class.
3. Recognize the child who thinks in another language and allow him sufficient time to translate both the question and the answer from his native tongue to English.
4. Establish individual goals which are within his grasp for each child. Use positive reinforcement for desired behaviors immediately.
5. Let him reinforce his own learning by his success in reaching each goal, no matter how short the step it takes to reach that goal. Frustration will lower efficiency.
6. Many different experiences must be provided to assault all the senses as no two children learn in exactly the same manner. Activity is basic to learning. The known experiences of a student should serve as a springboard for all new learning. Self determined goals are more effective than teacher directed activities. Use many methods. Remember behavior is caused.
7. Establish and maintain a warm climate where each child is recognized as a worthy individual; reject none as unworthy or hopeless. Each child has intrinsic worth. Each is unique.
8. With Indians a sense of time is very slow to develop and this must be realized and allowed for. Pressure here will NOT work.
9. A moderately structured class is more comfortable to most disadvantaged students than either a strictly structured or a permissive atmosphere.
10. Shut up and let the students learn from one another--you just set the stage--a climate for achievement.
11. Children tend to see themselves as others see them--good, smart, talented, etc., or the opposite.
12. English idioms are foreign to Indian students. Be careful how you say what you say. Use explicit directions and give instructions one at a time. Don't assume the child knows the meaning of all the words you use. Indians traditionally do not ask questions even if they don't understand.
13. Help the child build a positive self image with pride in his culture. Become familiar with the local tribe(s)' culture, i.e., subsistence, housing, clothing, crafts, social organizations, political system, religion and mythology, language and values; and respect them as valuable contributions to the class.
14. An effective teacher must understand the children she teaches, and she cannot acquire this knowledge without considerable effort on her part.
15. Success in school depends upon success in reading.
16. Indian students are not customarily asked for their opinions. Develop this slowly.
17. Smile--be friendly but not pushy. Respect the child's right to privacy.
18. Respect their tradition of the lowered head as an indication of respect.
19. Become informed as to family relationships. Biological, social, and extended families are quite different entities.
20. Be consistent in your treatment of your students.
21. Understand that the Indian culture is non-competitive.
22. Be aware of value differences and don't try to inflict your values upon him. Give him a choice. Many Indian children are reared in a culture far different from the teacher's. Let him choose the best of each and respect his choices.

American Council of Education, ***Helping Teachers Understand Children,*** Washington, D. C.: Commissi. on Teacher Education, 1945.

Engelking, D. F., ***There's an Indian in Your Classroom,*** Boise: State of Idaho, Department of Education, Revised, July, 1968.

Finocchiare, Mary, ***Teaching English as a Second Language in Elementary and Secondary Schools,*** New York: Harper & Bros., 1958.

Roessel, Robert A., ***Handbook for Indian Education,*** Los Angelos, Calif.:

Watson, Goodwin, ***"What Psychology We Can Feel Sure About"***, Atlantic City: The New Jersey State Curriculum Workshop, Nov. 12, 1959.

Beverly Gerard & Jerry Hosman
Listen intently to discussion

Sister Cecilia Ward & Jo Howard
Are Spellbound by Don Gribble's Rhetorical Essays

L to R Nola Birch, Mae Jennings, Molla Bilby, and Betty Hammer Go Over Reports

TIPS FOR LIBRARIANS

MOTIVATING THE STUDENT

I. ORIENTATION

A. Introduction

The Librarian searches for "essentials" in developing the library program for the student. The library becomes a media center which includes books, films, filmstrips, microfilm, records, periodicals, art prints, transparancies, models, kits, globes and maps. The materials are organized, cataloged, shelved, filed or displayed and made accessible to the user.

To enhance the effectiveness of this program, activities performed by the library staff relate the media to the needs of its learners. The staff is challenged to find for each student the media that motivates his desire to learn.

Orientation of students in varied activities, with the use of different media, provides means of motivation. How and when the program is implemented depends on the flexibility of the curriculum, the planning of teachers, the school calendar, and the librarian's schedule. It is advisable, however, that all students visit the library early in the school year.

B. Suggested Activities

1. Orientation is given to new students in class groups by instruction given in the classroom followed by a tour of the library.
2. Library Handbook, available to each student, includes information relevant to library use.
    a. Library hours
    b. Plan and objectives
    c. Arrangement of books
    d. Classification of materials
    e. Policies and procedures
    f. Reference books
    g. Periodicals and newspapers
    h. Special collections
    i. Lost books
    j. Student help

3. Instruction in the use of the handbook involves several activities going on at the same time in the media center. Small groups progress to the different activities presented by different school personnel.
    a. Librarian
    b. Audio-visual specialist
    c. Classroom teachers
    d. Students (Indian)
4. Map of the library is available to all students. (Transparancies with colored overlays are used to show plan and arrangement.)
5. Provision for group guidance in reading is made.
    a. Discussion groups for young people
    b. Teacher-conference
    c. Recreational reading
6. Individual guidance in reading is provided..
    a. Assistance in locating reading materials
    b. Assistance in selection of reading materials
    c. Instruction in using encyclopedias by company representatives in educational divisions
7. Author-autograph parties are held in the library.
8. Extended hours of library service are available to high school students, depending on need. (Notice posted)

II. BOOKS AND MATERIALS

Many Indian students become discouraged about using the library because of reading difficulties or a shortage of books about subjects which interest them. The library can, at least partially, overcome these problems by securing a plentiful supply of high interest--low level vocabulary books and materials about Indians. Below are listed bibliographies which should prove helpful in these areas:

Library Services Institute for Minnesota Indians. ***American Indians, An Annotated Bibliography of Selected Library Resources,*** Minneapolis: University of Minnesota, 1969.

The American Indian: some recommended titles for secondary schools, No. 31, Oklahoma State Department of Education, Library Resources Division, June, 1969. (Free)

Allen, T. D. ***The American Indian Writing and Speaking for Himself.*** Santa Fe, New Mexico: 1970.

Idaho State Department of Education. ***Books about Indians and Reference Material.*** Boise, Idaho: Indian Education, 1968.

The Library of Congress. ***Folk Music and Tales.*** Washington, D. C.: Music Dvision, Recording Laboratory.

Let's Read Together: American Library Association, 1969.

Materials on Indians of North America: an Annotated List for Children: Cooperative Children's Book Center, 411 West, State Capitol, Madison, Wisconsin, 53702.

South Dakota Indian Bibliography: South Dakota State Library Commission, 322 S. Fort Street, Pierre, South Dakota, 57501, 1969.

We Read: Selected Lists of Children's Books and Recordings: a bibliography of recommended books and recordings for disadvantaged children, 1966, American Library Association. (Single copies free).

Participants reviewing materials

Betty Hammer & Sheila Alexander Working on their reports

MOTIVATING THE FACULTY

The classroom teacher makes the final decision about what is actually taught in the classroom. In order that the teacher may be able to make full use of the library as a resource center for learning, it is mandatory that he be knowledgeable of all its resources. The librarian may serve to orient the faculty to these resources by:

1. Preparing a brief guide for use of the library for the teachers.
2. Giving teachers a copy of the student handbook.
3. Providing in-service training for new teachers to acquaint them with the library services. (also acquaint the other teachers with any new innovations.)
4. Encouraging teacher visits to the library by having teachers meetings there, by having the coffee pot ready, etc.
5. Showing by word and action that the librarian is interested and ready to make available the library resources. (opening the library before and after school and during the noon period.)
6. Inviting people who are knowledgeable of Indian customs and culture (BIA and others) to talk to faculty about Indian culture.
7. Encouraging family night at the library and encourage faculty to attend.
8. Providing a continuous program of "selling" the library.
   a. Circulate a monthly newsletter (oftener if necessary) listing the newly arrived materials.
9. Providing bibliographies about and by Indians.
10. Having Indian collection (books, pictures, artifacts, etc.)
11. Making definite effort to build the materials by and about Indians.

Participants

View an Innovative Elementary School Media-Resource Center Kennedy Elementary School Norman, Oklahoma

Robert Muehe discusses innovations in Washington State

HINTS FOR INTEGRATING INDIAN HISTORY AND CULTURE INTO THE CURRICULUM

COMMITEE MEMBERS:

Sister Cecilia Ward, Chairman
Sheila Alexander, Recorder
Louis Rawlings, Member
Sister Maura Daily, Member

Purposes and Objectives:

--to help solve probelms and alleviate tensions through education about the communication with ethnic groups

--to improve the self-image of Indian students and help teachers and others with Indian children to understand them more fully and to promote happier relations between human beings.

--to assist teachers and students in attaining greater understanding of the ways of thinking among the Indian peoples within their culture.

--to provide sufficient background information and bibliographies to help teachers at all grade levels to become better acquainted with the Indian and to stimulate independent reading and study

Introduction:

1. What is a "hogan"?
2. Who was one of the first great Indian athletes?
3. What is the purpose of the totem pole?
4. Who was the great Indian humanitarian commentator?
5. Why do the Apaches do the "Devil Dance"?
6. For what is Sequoyah remembered?

If you haven't done well on this quiz, don't toss it off to poor memory!

Everyone forgets facts, but you can't forget facts you haven't been taught. The American Indian has been deprived of his heritage, his history, and his heroes. And, equally tragic, the "white" American has been deprived of knowledge about the understanding of the Indian race and its past. The need to integrate the curriculum is therefore urgent!

One does not have to write an indian history. It has been written and even more important is being rewritten for all grade levels and for all ability levels. An example of this and an illustration of the need for teachers to learn and teach history of a local tribe is the Uintah School district at Vernal, Utah. They have written a text on Ute Indians and it is taught in the public school. (A copy may be obtained by writing and enclosing $4.00 plus postage.) Also, Indian history is available in hard-cover books, paperbacks, filmstrips, recordings, movies, and programmed courses.

One does not have to devise new curriculum guides. However, in order to integrate Indian history and culture into the curriculum, one should:

1. Have effective, competent, and sympathetic workers introducing content of Indian history into the curriculum.

2. Consult local tribal leaders and youth and invite them to take an active part in developing the curriculum.

3. The administrator, the teacher, the librarian, and the instructional materials specialist need to discuss their present program and its needs regarding the inclusion of materials about Indians and make a supplementary list available together with print and non-print materials on hand.

4. Correct distortion in present American history testbooks. (one might profit by reading ***TEXTBOOKS AND THE AMERICAN INDIAN*** by the American Indian Historical Society, Rupert Costo, editor, as most history books do not tell the Indian side of the Indians' contribution to the history of the United States. This book gives a criteria for evaluation, but one must be alert to the negative viewpoint.)

5. Fill in the Indian "vacuum" in areas other than history: for example, in reading, literature, art, music, science, and in the school library.

By pinpointing the myths and holes that exist in current texts, problems can be diagnosed and answers prescribed. Praise the good, fill in the gaps, and show how the subtle powers of ignorance can lead to prejudice.

The demand for more information about the Indians' contribution to American history is a legitimate demand. Enlightened school leadership will ultimately channel the forces of social change into constructive.

Programs developed to assimilate the American Indian into the Anglo community have failed perhaps through misunderstanding and misdirection. Therefore, the nation's public school system must shoulder the major share of the responsibility for rectifying this situation. The task is not as tough as as it may seem!

Suggested resources and activities to enrich the curriculum:

RESOURCES:

Indian centered magazines
Indian centered newspapers
Others: books, maps, bulletin boards, etc.

ARTS & CRAFTS:

Coloring books
Traditional clothing and costumes
Bead work
Leather work
Clay models
Indian dioramas
Student made scrapbooks
Others

AUDIO-VISUAL MEDIA:

Make and produce own films and slides pertaining to Indian history and culture
Send blank tapes to other Indian tribes to obtain first hand recordings
Oral history
Make use of programs on educational television
Prepare multi-media kits
Produce video-tapes

PUPIL ACTIVITIES:

Study local tribal governments, reservation government, and customs of local tribes
Act out plays, skits, and role playing which may be written and directed by pupils
Learn how to evaluate material about Indians
Field trips and visits to museums and other historical spots
Student written biographies of local Indian people
Graveyard history and archeological field research
Pen pals with students on reservations
Publish newsletters for exchange of ideas
Play Indian games and learn Indian dances
List Indians' present day achievements
Compile Indian contributions such as names, food, places, etc.

FURTHER SUGGESTIONS:

Indian aides to work in schools
Organize a native American club
Show the Indian community what is being done in the schools and get them involved
Be informed of and attend tribal events: dances, pow wows, ballgames, etc.
Invite authors of Indian materials and resource people of the community to speak (e.g. BIA officials, tribal representatives, etc.)
Make use of resource centers and materials such as the Instructional Service Center, P. O. Box 66, Brigham City, Utah 84302

A SUGGESTED REFERENCE SOURCE IS:

Kansas State Department of Education and Kansas Commission on Civil Rights. ***Guidlines for Intergrating Minority Group Studies Into the Curriculum of Kansas Schools.*** Topeka: Kansas State Department of Education, Sept. 1969.

SPECIAL PROGRAMS AND PROJECTS TO BE INITIATED BY THE LIBRARIAN

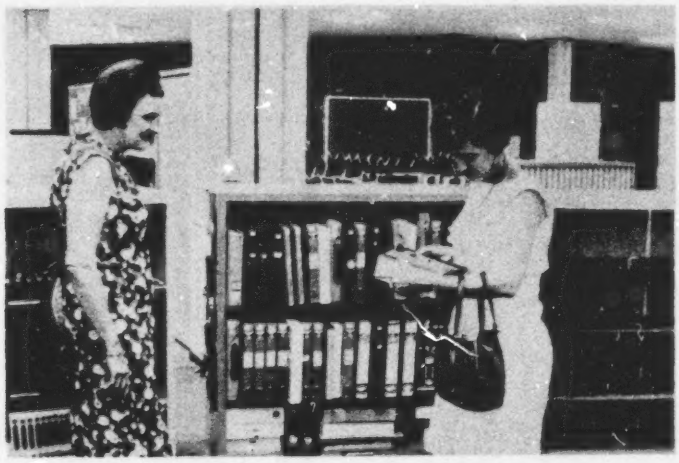
I. Human Resources File ..... Janice Crump

II. Displays and Exhibits ..... Alma Ogden and Loris Dickey

III. Book Fairs ..... Betty Hammer and Wilma Rasmuson

IV. Book Talks ..... Joyce Stewart

V. Independent Study ..... Mae Jennings



Yvonne Lynn & Alma Ogden
Study the resources at
Kennedy Elementary School
Norman, Oklahoma

Beverly Gerard shows us her library.

SETTING UP AND IMPLEMENTING A HUMAN RESOURCES FILE

I. Factors to be considered

A. Economic conditions of community
B. Social conditions
C. Educational background
D. Specific interests of community
E. Cultural differences

II. Information to be included in file

A. Names of specific organizations to be contacted
B. Name, address, occupation, and special talents of Indian artists, authors, poets, and etc.
C. Time of availability
D. Cultural background

III. Suggestions for developing special programs from human resources file

A. Display Indian art, handiwork and culture--especially those of local artists, who could be invited to speak to students.
B. Form an Indian Club and allow members of it to contact special speakers.
   1. Publicize these programs in advance
   2. Make tapes, pictures and slides of speakers to be kept in file
C. Hold open house with Indian displays and special program numbers such as dances and music.
D. Ask speakers from different vocations to speak to students about special careers
E. Hold seminars on Indian values, attitudes, etc.
F. Have an Indian culture program to help the non-Indian in the community understand and appreciate Indian people.
G. Proclaim an Indian Day annually for the community with radio, television and newspaper coverage of special Indian oriented events such as dances, foods, etc.
H. Plan field trips to places of special interest about Indians
I. Cooperate with Art Department on displays of ancient and modern Indian art, paintings, sketchings, sculpturing, etc.

BIBLIOGRAPHY

Coplan, Kate and Castagno, Edwin. ***The Library Reaches Out.*** Oceana Publishions, Inc. Dobbs Ferry, New York. 1965.

Fenwick, Sara Innis. ***New Definitions of School-Library Service.*** The University of Chicago. Chicago, Illinois. 1960.

Hobbs, John L. ***Local History and the Library.*** Andre Deutsch Limited, 105 Great Russell Street, London. 1962

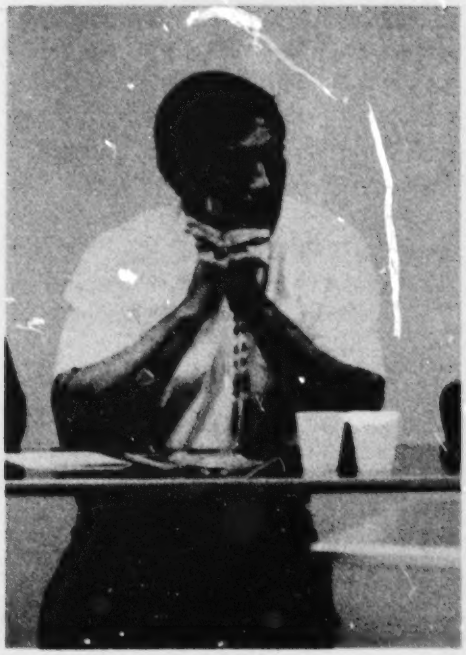
Landheer, B. ***Social Functions of Libraries.*** The Scarecrow Press, Inc. New York. 1957

Ranganathan, S. R. ***Library Manual.*** Asia Publishing House, Bombay, India. 1962

Sullivan, Peggy. ***Impact: the School Library and the Instructional Program.*** American Library Association. Chicago, Illinois. 1967.

Sister Teresa Rigel & Loris Dickey Study some material

Lotsee Smith Recording the Speakers



Tommy Holder, a member of the Delaware tribe & a School Board member - Gives some insights into the Indian student's problems

DISPLAYS AND EXHIBITS

I. Bulletin Boards

A. Indian words and language
   1. Words common to different tribes
   2. Commonly used words of locally spoken language
   3. English words derived from Indian languages
   4. Indian place names
   5. Sign language
   6. Compositions in Indian language displayed beside same composition in English

B. Indians in the news
   1. Indians in local, state, and national government
   2. Indians prominent in tribal affairs
   3. Indian artists, movie and TV stars, writers, musicians, etc.
   4. Prominent Indians of yesterday

C. Dress
   1. Traditional clothing
   2. Contemporary dress
   3. Ceremonial costumes

D. Homes
   Historical, tribal
   Local

E. Crafts
   1. Articles used in games
   2. String pictures
   3. Masks
   4. Jewelry making
   5. Pottery making

F. Art
   1. Art work done by individual students
   2. Art projects produced in group work
   3. Art work produced by local citizens
   4. Prints and reproductions of work by famous Indian artists

G. Book jackets
   1. Jackets from books by Indians
   2. Jackets from books about Indians
   3. Jackets made by students for books that they expecially liked

H. Announcements

1. Events of special interest to Indians--dances, ceremonies, athletic events, fairs, rodeos, etc.
2. Pictures and articles from local newspapers concerning activities and accomplishments of Indian students and/or Indian organizations in school

I. Local tribal news

1. Organizations
2. Leaders
3. Activities

J. Compositions

1. Myths and legends
2. Original stories
3. Poetry
4. Autobiographies, histories

K. Legends and myths

1. Books
2. Sketches
3. Titles
4. Questions

II. Displays

A. Mobile selection of pictures, crafts, art work, models, etc., which can be taken to classrooms. Can be displayed on portable bulletin board, table, or book truck.

B. Mobile collection of books to be taken to classrooms

C. Models of homes, canoes, weapons, tools, etc.

D. Enclosed glass display case

1. Jewelry
2. Arrowhead collections
3. Musks
4. Pottery
5. Ribbon and bead work
6. Artifacts

E. Glass topped tables--any kind of flat display, such as pictures, drawings, newspaper items, etc., can be displayed under the glass top and changed frequently.

III. Maps

Use a large map of the U. S. and color a certain section to show the location of a particular Indian tribe. Accompany with appropriate display of books, art, crafts, etc., pertaining to this tribe. Continue each week until all major tribes have been spotlighted.

IV. Closed circuit TV, if abailable, produced in media center and broadcast to classrooms or auditorium

A. Plays (clasroom produced)
B. Slides
C. Vocal music
D. Movies
E. Filmstrips
F. Library Club activities
G. Indian Club activities
H. Book talks
I. Bulletins about special events

V. Bait

A. Play Indian music at certain times
B. Run continuous slide projections
    1. Arts and crafts
    2. Homes
    3. Tribal history
    4. Indian culture
C. Indian food
    Display and serve traditional Indian foods prepared by local Indians
D. Indian medicine
    Display herbs (or substitute pictures), roots etc.

VI. Bookshelf of books by Indian authors

VII. Special corner for collection to be changed frequently

A. Tribal customs
B. Special days
C. Geographic areas
D. Paperback books of interest to Indians

VIII. Mini-Indian center

A. Books by Indians
B. Books about Indians
C. Arts and crafts, both from within and outside the school
D. Music (records and tapes)
E. Pictures
F. Indian periodicals and publications

IX. Resource file of Indian materials for displays

A. Pictures
B. Sketches
C. Newspaper and magazine articles
D. Student writing
E. Information for field trips

F. Bibliographies of materials and books
G. Teaching units for teacher reference
H. Tapes of book talks by students

X. Media center where students can listen and look for pleasure

XI. Book marks

XII. Publications

A bound collection of compositions by Indian students to be kept permanently in the library. This project might be sponsored by the Library Club or the Indian Club.

NOTE: Although many suggestions are made here for bulletin boards and displays, librarians should keep in mind that some of our traditional methods of trying to reach Indian students have not always worked. Look for materials and methods which are fresh and different. Pay particular attention to local Indian culture. Try letting your Indian students reach you, instead of trying so hard to reach them.

Lotsee Smith Presents her views

W. B. Narcomey catching a moment of rest

BOOK FAIRS

Purpose: To promote, through reading, interest in Indian culture and history as a part of the library services to students.

I. Solving problems involved in setting up a book fair

A. Sell the administration and faculty on the value of a book fair for and about Indians
B. Contact publisher who has books pertaining to Indians (For example: University of Oklahoma Press)
C. Set date for fair at most convenient time for involving the majority of students

II. Publicity is an important part of promoting book fairs

A. Use bulletin boards to give pertinent fact and to draw attention to fair
   1. Date of fair
   2. Type of fair
B. Write articles and ads in student newspaper
C. Announce in superintendent and/or principal's bulletin
D. Give skits on books about Indians in assembly programs
E. Talk (or let students talk) to civic groups & Indian groups

III. Display books in library (Extend for at least one week)

A. Arrange table displays of books by a particular author, or books about a particular tribe, customs, myths, etc.
B. Give short, enthusiastic book talks about special books

IV. Contact and use Indian organizations in the community

A. Interest adults by having street book fairs at convenient down town places
B. Sell and take orders for paperbacks as well as for hardbacks if they are available in the books selected for the fair
C. Involve as many people, students, teachers, parents, as well as library personnel in book fairs for success
D. Encourage Indian Club at School or other Indian organization to sponsor the book fair as a profit making venture.

BOOK TALKS

Purpose: to create interest in reading Indian books by all students. This may be done by three main groups in the school.

I. Librarian

A. Review a book he has read, such as ***Navajos Have Five Fingers,*** and explain origin of title and a little Navajo history, background, culture, legends leading to the talk.

B. Select materials to develop pride in Indian children.

C. Follow guidelines in evaluating books about American Indians as in the areas of Indian identification, values, stereotypes or human beings. Books used should fit curriculum, show both sides, and be based on the authority of a qualified author. If in doubt about a certain book, have it reviewed by or evaluated by a historian, person of Indian heritage, or one who is sympathetic with the Indian's heritage. Choose books to review according to age of the student group affected.

D. Be alert to present day achievements of Indians--sports figures, actors, tribal officials, authors, artists, and in all phases of American life.

II. Teachers

A. Have book lists prepared to hand out when covering certain units. If teacher does not care to review books himself, librarain or assistants can be available. Use indirect approaches to reach teachers.

B. Encourage class projects from books, as posters or plays of book scenes, etc.

III. Library assistants or Club

A. Put on a special program to a class or any group, telling about Indian books they have read. The Club can act out certain scenes in stories or colorful characters. Prepare costumes and use Indian regalia in these demonstrations.

B. For younger classes, tell the beautiful Indian legends or draw posters to illustrate.

C. Talks or scenes may be videotaped to show them to other schools or to P-TA programs.

D. Encourage the student to express himself and involve him in letting him choose his own book to review or depict. "Give the student something to do, not something to learn, because doing demands thinking and learning is the result" John Dewey.

The talked-about books will be shelved together in a special section in the library and will be accessible to all with the librarian nearby to give guidance if needed. They may also be used in displays and the art class might be interested in making art objects about the stories, characters, or legends. Library assistants or Club can be responsible for making illustrated book jackets or book marks.

Depending upon what is available in the library or media center, slides, films, pictures, filmstrips, etc. can be used at different times to supplement the book talks and create more interest in the American Indian and his heritage as found through the world of books. Even the books may be preserved by making a recording when a book is reviewed and this will stimulate other readers.

INDEPENDENT STUDY

I. Teacher

A. Suggests topic
B. Holds seminars for discussion of topics
C. Has individual conferences
D. Approves the project
E. Checks periodically on student progress
F. Evaluates students project

II. Student

A. Selects specific topic
B. Sets completion date
C. Proposes methods of developing project
D. Identifies and locates all available materials
E. Reports periodically to teacher

III. Librarian

A. Orients students to location of materials
B. Prepares bibliographies
C. Provides lists of available audio-visual materials
D. Locates other sources of information

IV. Nonprint materials

A. Film Strips, 16MM films, 8MM films
B. Tapes
    1. Interviews and presentations
    2. Speeches
    3. News media
C. Scale models
    1. Mock-ups
    2. Mock-downs
    3. Globes and maps
D. Slides and transparencies
    1. Prepared by students
    2. Commercial
E. Regalia

V. Activities

A. Field trips
B. Group discussions
    1. Students with related subjects
    2. Supervised and non-supervised
C. Display of compieted project

VI. Evaluation

A. Student reports orally on his investigation
B. Summary of objectives
C. Storage for future reference

Mae Jennings argues a point

Moila Bilby & Beverly Gerard return from viewing historic Fort Gibson

PUBLIC LIBRARY SERVICE TO THE INDIANS

Committee:

Don Dresp, Chairman
Jo Howard, Recorder
Don Gribble, Member
Dick Madaus, Member
Moila Bilby, Member

PUBLIC LIBRARY SERVICE TO THE INDIANS

Preface . . . . . Madaus

I. Objectives . . . . . Bilby

II. Program

A. Public Library Checklist . . . . . Gribble

B. Extended service to the Indian

1. Outside Library, as Bookmobile. . . . . Dresp
(Media Machine)

2. Inside Library (how to get the Indians to participate in use. . . . . Howard
of the library)

III. People to people relationships--Communications . . . . . Madaus

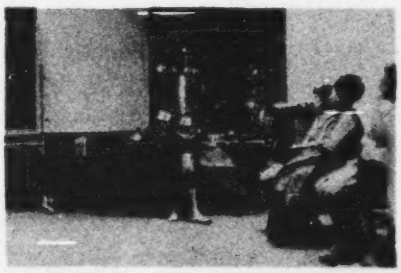
Don Roberts explains his unique programs in the Venice, California Public Library

Preface

The local situation is a critical consideration when dealing with Indian people. A detached, objective viewpoint and general suggestions are all that can be expected of a work of this type. We ask you, the reader, not to take our suggestions as gospel. We desire only to stimulate thoughts and create an atmosphere for a healthy attitude. You must, at all costs, design a program relative to your own situation.

Avoid, like the plague, stereotyping. All Indians do not wear beads and feathers, or dance, or weave blankets. Know the Indian of your area, both as an individual and culturally. You may be surprised what your **friend** (not your "patron") can teach you if you have ears to hear and eyes to see.

Dr. Dale Jordon discusses reading problems



Dick Madaus discusses tribal costumes & dances

Lotsee Smith using same "body English" on the projector.

I. OBJECTIVES

A. Improving attitude and awareness of librarians
B. Motivating users--Indians
    1. By building a local history collection
    2. Keeping a vertical file of news clippings
    3. Providing relevant periodicals and newspapers
    4. Providing other relevant books and materials
C. Giving adequate library service
    1. Developing collections--Indian literature
    2. Collecting and developing oral and media material
    3. Making materials easily accessible and available
    4. Centralizing facilities
    5. Providing meeting room
D. Determining the needs and interest in your community
    1. Providing material for different levels of maturity and interest
    2. Using library experiences to develop use of other library resources in community
E. Staffing
    1. Developing awareness of attitudes, through increased knowledge and personnel training
    2. Familiarize with local history as well as current trends of the library
    3. Provide sufficient number of library personnel to perform desirable duties
    4. Seek aware, dynamic and enthusiastic staff
F. Budgeting
    1. Consider special needs of various groups
    2. Develop special collection suitable for minority groups
    3. Seek adequate space for extended programs
G. Aim for ALA standards for public library
H. Book selection policy
    1. Devise a systematic collection development plan
    2. Provide materials of good quality
    3. Do continuous re-evaluation
I. Know library laws and developments
    1. ALA
    2. State organizations
    3. Local policies
J. Provide non-book media
K. Plan cooperative programs with school, library and media center

II. PROGRAM

A. PUBLIC LIBRARY CHECKLIST

A public library belongs to a network of libraries serving the public throughout the world. No public library by itself can adequately provide materials sufficient in number to satisfy all the needs of its patrons. It must therefore depend on other libraries in the network and must itself be depended upon by them in serving the public's needs.

Prerequisite to satisfactorily fulfilling a public library's function of serving the public is an adequate organization for economical and efficient operation.

The accompanying checklist for your library will help indicate to what level it participates in public library services.

Three blanks appear after each of ten statements in the checklist. In blank 1, a symbol will represent your estimate of how well your library fulfills the statement's meaning ***in theory or principle;*** in blank 2, how well it fulfills the statement's meaning ***in fact or practice;*** in blank 3, how well it fulfills the statement's meaning ***in regard to the needs of Indian people.***

In the blanks, insert symbols ranging from 0 to 10, from "non-existent" to "ultimate level of achievement." Symbols between 1 and 10 enable you to evaluate your library with respect to the extremes as necessary.

An honestly marked checklist total of any one set of blanks can be read as a percentage, the percentage of theoretical, actual, or Indian people's service your library gives according to your estimate. Also, statements to which you assigned a low symbol identify areas which can be improved. Those to which you assigned a high number are to your library's credit and should be maintained or improved.

I. The people's library--what "public" library means--by its very nature does not discriminate in its service to the public, either among race, color, creed, culture, religion, political persuasion, social status, and citizenship, or among local, state, national, and international boundaries. What is public belongs to the people and cannot rightfully be denied any one person or segment of the public. Regulations governing use of public library materials assure its availability to all and are carefully framed so that usage is not denied to the public.

1 _____ 2 _____ 3 _____

II. Fundamental to the public library's mission are library policy, governance, administration, physical plant, and operations. All are intersensitive and respond to public stimulus.

1 _____ 2 _____ 3 _____

III. Public library policy is dictated by the public and promulgated by the library's governing body with the assistance of the manager (librarian, director), who is responsible to the governing body for administration, physical plant, and operations.

1 _____ 2 _____ 3 _____

IV. A public library's policy statement is a written document including the ***Library Bill Of Rights*** and the ***Right To read.*** It conforms to law and to one or more library codes and is amended as needed to include omissions and to revise statements according to changes in law and codes. The library policy statement is always readily available for public perusal.

1 _____ 2 _____ 3 _____

V. An effective statement of public library policy assures an operation adequately meeting the requirements of all the public within the library's local boundaries of service and, in addition, such intra- and inter- state, national and international public requirements as are legally and economically possible.

1 _____ 2 _____ 3 _____

VI. The public library governing board is an instrument of the public and therefore develops library policy only after consulting all segments of the public, thoroughly studying applicable laws and codes, and hearing the recommendations of its public library manager.

1 _____ 2 _____ 3 _____

VII. Public library policy precedes administration, physical plant, and operations and dictates procedure to the library manager.

1 _____ 2 _____ 3 _____

VIII Administration, physical plant, and operations are the ultimate responsibility of the public library manager, but he delegrates responsibility as the situation requires, according to administrative policy. Administrative policy develops from library policy and encompasses these elements among others:

A. Personnel
   1. Professional, para-professional, clerical, and service (Equal opportunity employer?)
   2. Written job descriptions
   3. Wages and wage scales
   4. Fringe benefits
   5. Retirement
   6. Promotions and terminations
   7. Professional memberships paid by library
   8. Orientation

B. Finance
   1. Budget
   2. Accounting
   3. Auditing

C. Planning
   1. Growth
   2. Expansion
   3. Extension

D. Annual Report 1 _____ 2 _____ 3 _____

IX. Physical plant houses the public library function and contributes to library service. The manager's responsibility involves the following among others:
   A. Buildings and their equipment
      1. Maintenance
         a. Custodial service and supplies
         b. Electrical, cooling, and heating services
         c. Repair and replacement
      2. Remodeling
      3. Renovation
      4. Additions
   B. Grounds
      1. Maintenance
      2. Landscaping

C. Automotive (cars, trucks, tractors, media machines, etc.)
    1. Maintenance
    2. Repair, remodeling, renovation, replacement
    3. Additions

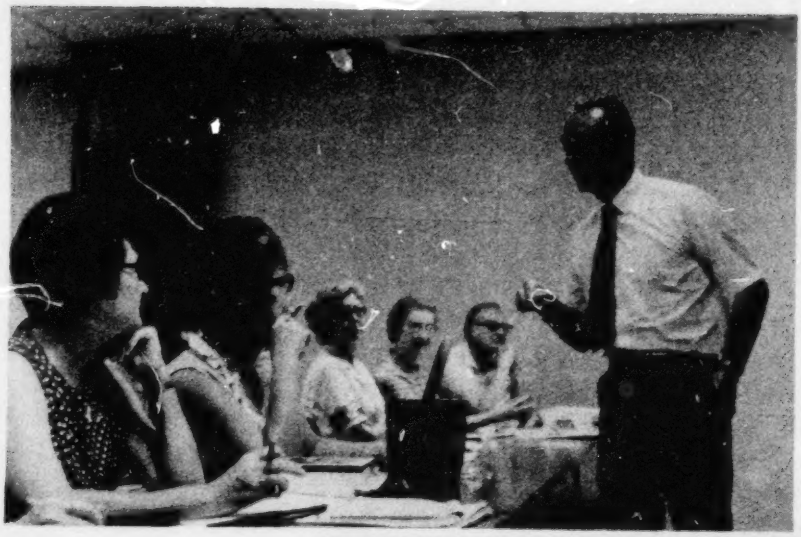
1 _____ 2 _____ 3 _____

X. Operations, the management area toward which library policy is directed and for which administration and physical plant exist, include the following among others:
    A. Print and non-print media collection
        1. Maintenance
        2. Repair
        3. Replacement
        4. Selection
        5. Duplication
        6. Acquisitions and preparation
        7. Cataloging and classification
        8. General and special bibliographies
        9. Circulation
        10. Inter-library cooperation
        11. Withdrawals
    B. Public Meetings
        1. Library sponsored
        2. Non-library sponsored
    C. Promotion
        1. Bulletin boards
        2. Displays
        3. Advertising
        4. Civic cooperation and participation
        5. Professional cooperation and participation
    D. Hours and days of operation
        1. Daytime seven days a week
        2. Evenings except Saturday and Sunday

E. Additional services

1. Lectures
2. Resource personnel
3. Film programs and series
4. Concerts
5. Exhibits
6. Classes and workshops
7. Reference service
8. Child care (baby sitting)
9. Consulting
10. Field trips
11. Demonstrations

1 _____ 2 _____ 3 _____



Jerry Hosman emphasis on a point

Don Gribble
Got a question?

EXTENDED SERVICE

1. OUTSIDE LIBRARY, AS BOOKMOBILE (MEDIA MACHINE)

PREFACE:

1. Know the Indians in your area and let the Indians in your area know you
2. Get Indians involved and get involved with Indians

INITIAL STEPS FOR LIBRARIAN:

1. Be as well known on the reservation as in the community
2. Involve City Manager in your planning and program
3. Consult Library Board about program for service to Indians
4. Orientation of Library staff
5. Librarian in charge of program to spend sufficient time planning and organizing Indian program
6. Work for community support for program
7. Consult State Library and see how it can serve with you on Indian service

PROGRAM:

Bookmobile (Media Machine) to service Indian community during week

1. Employment of a Indian or Spanish-American paraprofessional to service Bookmobile at the reservation
2. Employment of a Neighborhood Youth Corp page of Indian nationality
3. Book collection to consist of 2000 to 6000 volumes
    a. Emphasis on Indian books, both History and tribal history
    b. Emphasis on a Children's collection pertinent to Indians
    c. Paperback collection to check out and to give away
    d. Special interest books on subjects such as alcoholism, sports, cars, poverty, education, crafts, and medicine
    e. Emphasis on Spanish books
4. Emphasis on media materials such as films, filmstrips, slides, projector and screen, phonograph, tape recorders (print materials may not be relevant to a non reading community)
5. Story hour on the reservation. Emphasis on Indian stories told by Indians
6. Emphasis on free materials such as NATIONAL GEOGRAPHIC, ARIZONA HIGHWAYS to give away (invite patrons to donate these)
7. Free supply of bookmarks, classic comics, comic books, and Literature in comic book format
8. Community pamphlets and announcements to hand out
9. Circulating Indian periodicals
10. Games and puzzles for children to check out
11. Pamphlets on Indians, arts, and crafts
12. Have bibliographies available to interests of Indians
13. A Bulletin Board display on Bookmobile done by the Indians you serve
14. Reference question box for Indian patrons
15. A knowledgable staff member knowing "survival" information needed by the Indian community
16. Two way radio in Bookmobile for reference; encourage use by Indian patrons on their own

FOLLOW-UP PROGRAM:

1. Adjust ALL library rules for the Indian patrons such as fines and non-resident fees
2. Plan a long range program for the community library and the Indians that the library serves
3. Work on State Library Association and see if the Association can have a special sub-committee dealing with library service for Indians
4. Contact agencies such a local university to see if they can assist as consultants in the program
5. Compile a file of community resource people
6. Plan to have a rotating book collection of 500 to 1000 books at a local meeting place on the reservation

Jack Ellison
Tribal Relations Officer,
Bureau of Indian Affairs,
Muskogee, Oklahoma

Wilda Haley & Janice Crump
Boarding the bus

Winema Amouty discusses Indian Education with Smartlowit

2. INSIDE THE LIBRARY

a. Build collection of Indian materials

1. Books about Indians
2. Books by Indians
3. Magazines and newspapers of special interest to the Indians
4. Books about Indian Arts and Crafts and Artifacts, as painting, pottery, basketry, beadwork, sculpture, etc.
5. Indian Music - develop collection of Indian music records and tapes - to preserve for historical collection and to circulate.
6. Oral history - develop an oral history collection of tapes through interviews, speeches, etc. These should be available for use so the older Indians and others can listen to them. Also valuable resource material for the writer and historian. (There should be duplicate copies - one at least as a permanent collection.)
7. Evaluate general book collection and non-book materials with the needs of the Indians in mind, and develop along needs.
8. Develop a collection of Indian arts and crafts.

b. Recognition of Indian Heritage Week

Special events and programs planned for Indians and others in recognition of Indian Heritage. These events could include dance programs, choral groups, etc. as well as:-

1. Displays of Indian Arts and Crafts.
2. Demonstrations of Indian Arts and Crafts, as painting, featherwork, basketry, dancing, scupture, wood caring, etc. Whatever is pertinent to your community.
3. Displays of books BY Indians, and other contemporary literature by Indians in your community.
4. Special Story Hours for Indian Children (this could be a continuing program) Adult Reading Hour, Book Reviews, book talks.. both on Indian literature and other literature and other literature of interest to the Indians.

c. Develop a reading "improvement" program.

d. Have a discussion group on Indian Literature.

e. Have a course in Indian language or languages.

f. Make meeting rooms available for Indian organizations.

g. Library Staff Development

1. Library staff should become better informed about the Indians in the community, where located, how many, churches, cultural problems, etc. to be better able to relate to and help serve the individual when they come to the library.
2. Library Staff should learn about the various organizations of Indians and those serving Indians in the community and the function of each organization, such as Human relations Commissions, Community Action Program, U. S. Public Health Service, Bureau of Indian Affairs, State Commission of Indian Affairs, Oklahomans for Indian Opportunity (or like group in your state) etc.

3. Library Staff should become involved in community affairs regarding Indians. Join groups when permitted or from friendship, for contacts with other groups. In this way we can learn, help and also promote the library program so that we are involving the Indian community with the library. (If at all possible released time should be given for this.)
4. Library Staff should become better informed on various phases of community life and needs in order to give better service. Such things as social problems that confront people - special needs as where to go for help - for alcoholism, drug problems, medical care, vocational information, how to find a job, educational problems, legal aid - any other agency that can give this special assistance to Indian patron.

L to R: Jo Howard, Cora Dunconson, Don Dresp discuss public librarian's role

Don Gribble poses a question

Participants interact with Consultants

FOR THE COMMUNITY TO BE INVOLVED IN THE LIBRARY THE LIBRARY MUST BE INVOLVED IN THE COMMUNITY

The usual library approach to service may not be sufficient to serve Indian communities in a meaningful way. To effectively service the Indian patron, we must first know the Indian. This does **NOT** mean a text book survey. We must get outside the library walls and become a part of the Indian community (but not in a "pushy" way). The middle class background of the librarian may prove to be a very difficult barrier to breach in this area, but to provide effective service we must be able to relate in a meaningful fashion. Communication is **crucial** to service with Indians. How many Indians have you spoken to socially today? Are you invited to Indian homes as a friend? Have you had your Indian friends to your home?

A great lesson is available in the successes of Don Roberts in Venice, California (Lib. Journ. Jan 15 '68, pp 259-266). His was not a totally Indian community, but there are meaningful guidelines to be gained from his methods.

We should take heed from the red voice as echoed in **Our Brothers Keeper (p. 154)**" . . . Non-Indian employees lack the capacity or desire to understand why the Indian's behavior and points of view differ from their own. They do not communicate with Indians on a social plane."

To work meaningfully, communication is a critical must. The kind of interactive relationship required does not initially crystallize within the walls of the library proper. It must begin with human understanding and individual interaction outside the library - **IN THE COMMUNITY.**

Don Roberts presents a multi-media program for a open meeting at the Norman Public Library

Don Dresp & Alma Ogden interview OIO Staff member

A BIBLIOGRAPHY OF INDIAN NEWSPAPERS & PERIODICALS

NOTE: Not in Alphabetical Order.

ABC (Americans Before Columbus). National Indian Youth Council, 3102 Central, S. E., Albuquerque, New Mexico, 87106. Quarterly, subscription with membership $5.

The Beaver. Hudson's Bay Co., 79 Main St., Winnipeg 1, Man., Canada. Quarterly, $2 yr.

Bulletin of the Bureau of American Ethnology. Publications Distribution Div., Editorial and publications Div., Smithsonian Institution, Washington, D. C. 20560. Irregular, prices vary.

The Indian. Route 3, Box 9, Rapid City, S. D. 57701. 12 p. Monthly, $3 yr.

Indian Life. Inter-Tribal Indian Ceremonial Association, P. O. Box 1029, Gallup, N. M. 87301. 40 p. Annual, $1 yr.

The Indian Newsletter. ACCESS-INDIAN Project, P. O. Box 106, Pala. Calif. 92059. Monthly, price?

The Indian Reporter. 3254 Orange St., Riverside, Calif. 92501. 8 p. Freq?, $1 yr. Mimeographed.

Indian Voices. Robert K. Thomas, University of Chicago, 1126 E. 59th St., Chicago, Ill.. Irregular, Price?

Journal of American Indian Education. Arizona State University, Tempe, Ariz. 85281. Quarterly, $3 yr.

Maine Indian Newsletter. 42 Liberty St., Gardiner, Me. 94345. 19 p. Monthly, $2 yr. Mimeographed Journal

North. The Queen's Printer, Ottawa, Canada. 50 p. Bi-monthly, $3 yr. in North America; $4 elsewhere. Published by the Dept. of Indian Affairs and Northern Development in Canada.

The Palimpsest. State Historical Society of Iowa, Centennial Bldg., Iowa City, Iowa 52240 Monthly, $3 yr.

Papgo Indian News. Editorial board of Papago Indians, Sells, Arizona 85634. Monthly, $1 yr. Mimeographed.

Rosebud Sioux Herald (Eyspaba). Rosebud Sioux Tribe, Rosebud, S. D. 57570. Bi-weekly, $3.50 yr.

The Sentinel. National Congress of American Indians, 146 1346 Connecticut Ave., N. W., Washington, D. C. 20036; issued from 1442 Pennsylvania St., Denver, Colo. 80203. Quarterly, $3 yr.

The Indian Arrow. Goodland Presbyterian Children's Home in Hugo, Oklahoma. Newsletter, issued monthly; price ?

Indian Progress. Associated Executive Committee of Friends of Indian Affairs, 613 Third Ave., Joliet, Ill. 60433. Issued monthly, $2 yr.

The Indian News. Dept. of Indian Affairs and Northern Development, Ottawa, Canda. Official public. of the Dept. Issued monthly, free. 8 pages.

The Navajo Times. Navajo Tribe in Window Rock, Arizona 86515. Box 428 Official tribe newspaper, 36 p. issued weekly, $4.50 yr.

The Cherokee Nation News. Cherokee tribe in Tahlequah, Oklahoma. Official tribal public. & Newsletter. Issued monthly price ?

Ghahta Anumpa (The Choctaw Times). Southeastern Indian Antiquities Survey, Inc., 1725 Linden, Nashville, Tenn. 37212. Monthly, $5 per yr. 4 p.

American Index. Russell L. Knor in River Grove, Ill.

The Amerindian (American Indian Review) 1236 W. Prett Blvd., Chicago, Ill. 60626. Published by Marion E. Grindley, 8 pages, Bi-monthly, $3 yr.

Blue Cloud Quarterly. Benedictine Missionary Monks, Marvin, South Dakota 57251. Quarterly, $1 yr.

Indian Educational Newsletter. Southwest Center for Human Relations Studies in Norman, Oklahoma. Price?

Drum Beat. Indian Community in Tulsa, Oklahoma. Issued monthly; price?

Indian Truth, Indian Rights Assoc., Inc., 1505 Pace St., Philadelphia, Pa. 19102 Issued quarterly, $2 yr.

Many Smokes. P. O. Box 5895, Reno Nevada 89503, Current events and historial articles, 18 p. Quarterly, $1.50 yr.

The Raven Speaks. Raven Hail, Dallas, Texas. Newsletter on Indian Books and Crafts. Issued Monthly; price?

Smoke Signals. Dept. of Interior, Room 4004, Indian Arts and Crafts Board, Washington, D. C. 20240. Issued Bi-monthly, Free.

Pow Wow Trails. Lawrence Morgan, Box 258, South Plainfield, New Jersey 07080. Issued 10 times Yearly.

Fort Apache Scout. White Mountain Apache tribe, P. O. Box 898, Whiteriver, Ariz. 85941. Official tribal newspaper, monthly, $1.50.

The NCAI Bulletin. National Council of American Indians in Washington, D. C. Monthly, price ? Also publishes a magazine semi-annually.

U. S. Dept. of Interior, Bureau of Indian Affairs publishes a pamphlet on each state with a noticeable Indian population $0.15 each. Obtain from this bureau in Washington, D. C.

American Indian Law Newsletter. Univ. of New Mexico School of Law, 1915 Roma Ave., N. E., Albuquerque, N. Mex. 87106. 19 p. Weekly, by request, price?

Smoke Signals. Colorado River Indian Tribes, Parker, Ariz. 85344. 16 p. Freq?, Price? Official publication of the Mohave and Chemeuevi Tribes. Mimeographed.

Southern Indian Studies. The Archaellogical Society of North Carolina, Box 561, Chapel Hill, N. C. 27512. Freq? with membership $3 yr.; non-member subscriptions $1 yr.

Tribal Spokesman. Inter-Tribal Council of Calif., 1518 L Street, Sacramento, Calif. 95814. Monthly, price?

The Tundra Times. Box 1287, Fairbanks, Alaska 99701. 8 p. Weekly, $8 yr.

The Voice of Brotherhood. C. E. Peck, P. O. Box 1418, Juneau, Alaska 99850. Monthly, $3 yr.

The Warpath. Box 26149, San Francisco, Calif. 94126. 12 p. Irregular, $1 yr. for persons of Indian descent who join United Native Americans; $5 yr. for other persons.

The Indian Historian. American Indian Historical Society, 1451 Mosonic Ave., San Francisco, Calif. 94117. 40 p. Quarterly, $5.

The Warrior. American Indian Center in Chicago, 1630 W. Wilson Ave., Chicago, Ill. 60640. Issued 10 times yearly. $2.50 yr.

Indian Liabana. Mormon Publication for Indian members of the church in Salt Lake City. Magazine, bi-monthly, price ?

Chey-Arap Bulletin. Cheyenne and Arapaho tribes in Concho, Okla. Tribe newspaper, issued monthly; price?

Indian Record. Dept. of Interior in Washington, D. C. 20242. Issued monthly; Free.

The Buckskin. B. B. Scott, Eufaula, Okla., issued monthly,; price?

Indian Record. 1301 Wellington Cres., Winnipeg 9, Man. Canada 6 issues a year $2.00

Indian Center News. 1900 Boren Ave., American Women Service League, Inc., Seattle, Wash. 98101. Issued monthly; price?

Indian School Journal. Chilocco Indian School, Chilocco, Okla. Indian school newspaper, issued weekly throughout the school year; price?

Indian Mailman. Arizona Indian Assoc., 3724 W. Larkspur., Phoenix, Ariz. 85029. Issued monthly; price? Mimeographed.

Indian Affairs. Association on American Indian Affairs in New York, 432 Park Ave. S., New York, New York. 10016. Newletter, issued bi-monthly; price?

American Indian Baptist Voice. B. Frank Belvin, 517 South Woodlawn, Okmulgee, Okla. 74447 Issued 6 times yearly; price ?

Participants listens to University of Oklahoma Students

Participants visit Cherokee Indian Village, Tahlequah, Oklahoma

Participants on field trip to Fort Sill, Oklahoma

Dick Madaus explains costume design

APPENDIX

PARTICIPANTS

1. ***Alexander, Sheila,*** High School Librarian. Lawton High School. 508 N. 8th, Lawton, Oklahoma

2. ***Amauty, Winema,*** Educational Technican-Library. Ft. Wingate, New Mexico. Box 326, Ft. Wingate, New Mexico 87316

3. ***Barris, Clara Lee,*** Librarian, Sapulpa, Oklahoma. 1220 Teresa, Sapulpa, Oklahoma 74701

4. ***Bilby, Moila,*** Librarian, Durant, Oklahoma. Route 2, Durant, Oklahoma 74701

5. ***Cribbs, Edith,*** Teacher-Librarian, Hammon, Oklahoma. Route 1, Hammon, Oklahoma 73650

6. ***Crump, Janice,*** Teacher-Librarian, Apache, Oklahoma. Box 384, Apache, Oklahoma 73006

7. ***Daily, Sister Maura,*** Teacher-Special Education, Jasper, Indiana. 1010 Kundak St., Jasper, Indiana 47546

8. ***Dickey, Loris,*** High School Librarian. Sallisaw, Oklahoma. 410 South Walnut, Sallisaw, Oklahoma 74955

9. ***Dresp, Donald,*** Assistant Director Public Library, Scottsdale, Arizona. 920 S. Terrace Rd., Apt. 204, Tempe, Arizona 85281

10. ***Duncanson, Cora,*** Teacher-Librarian, Wagner, South Dakota. 707 2nd S. E., Wagner, South Dakota 57380

11. ***Gribble, Donald,*** Assistant Professor and Assistant Librarian, University of North Dakota, Ellendale, North Dakota. Box 111, Ellendale, North Dakota 58436

12. ***Haley, Wilda,*** High School Librarian, Many Farms, Box 368, Chinle, Arizona 86503

13. ***Hammer, Betty,*** Teacher-Librarian, Plainview, Oklahoma. Drawer H, Lone Grove, Oklahoma 73443

14. ***Hardy, Kathryn,*** Teacher-Librarian, Mason, Oklahoma. Box 2, Mason, Oklahoma 74853

15. ***Hargrove, Mildred,*** Librarian, Wewoka, Oklahoma. 717 S. Okfuskee, Wewoka, Oklahoma 74884

16. ***Howard, Josephine,*** Education Coordinator-Part Time Reference Librarian Oklahoma County Library. 125 N. W. 22nd, Oklahoma City, Oklahoma 73103

17. ***Jennings, Mae,*** High School Librarian, Owasso, Oklahoma. 2001 N. Mingo Rd. Box 273, Tulsa, Oklahoma 74116

18. ***Lynn, Yvonne,*** Teacher-Librarian, Hartshorne, Oklahoma. Route 2, Box 79, Hartshorne, Oklahoma 74547

19. ***Madaus, James R.,*** Student, University of Texas, Part-time acquisitions work. 2207 S. Lakeshore Blvd. No. 106, Austin, Texas 78741

20. ***McNeely, Marylou,*** Teacher, Mission South Dakota. Box 756, Mission, South Dakota 57555

21. ***Muncrief, Helen,*** High School Librarian, Marlow, Oklahoma. Box 369, Marlow, Oklahoma 73055

22. ***Ogden, Alma,*** Teacher-Librarian, Farmington, New Mexico. 300 W. 27th, Farmington, New Mexico 87401

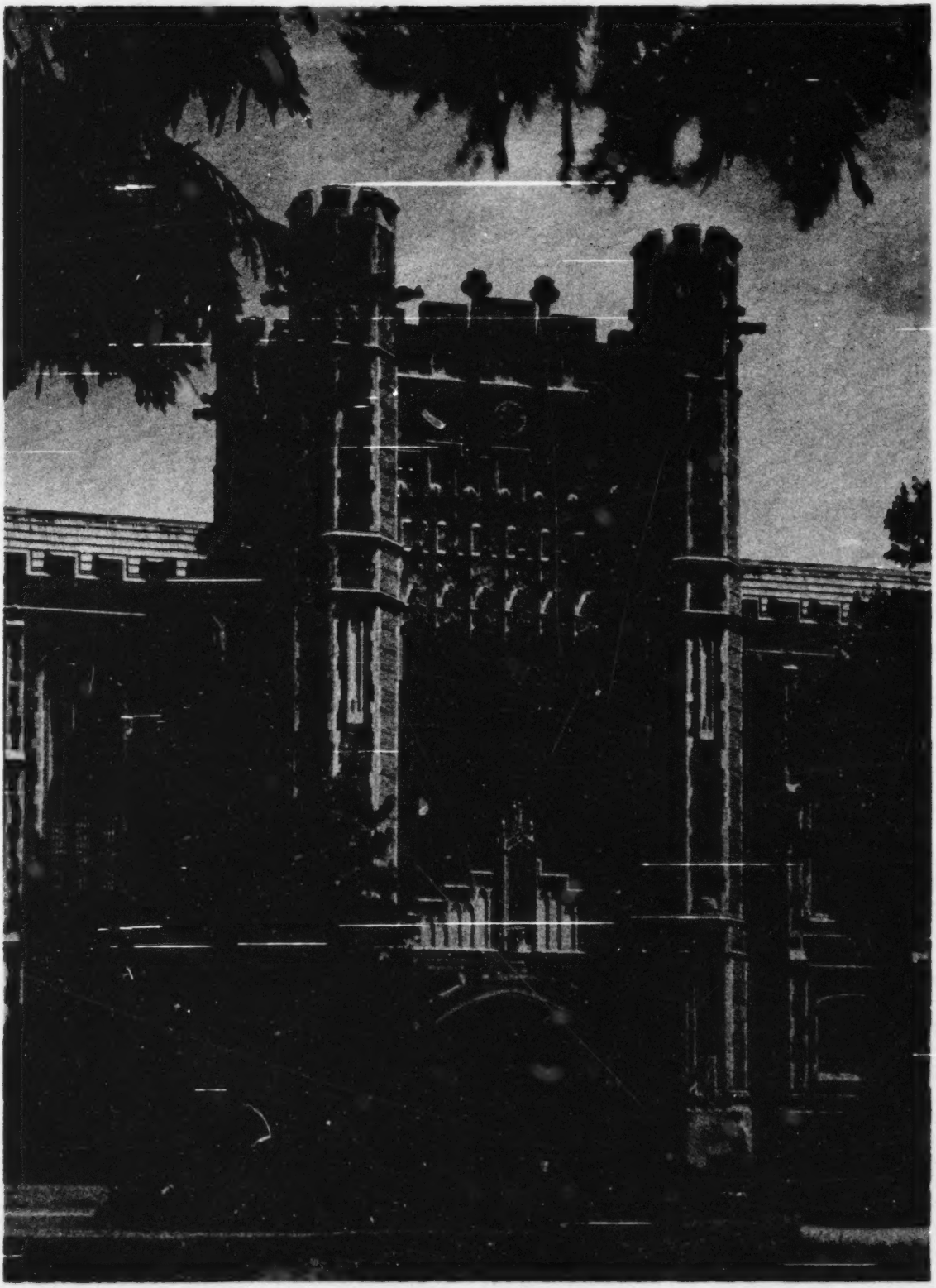
23. ***Rasmusson, Wilma,*** Teacher-Librarian, Lone Grove, Oklahoma. 508 Locust, Ardmore, Oklahoma 73401

24. ***Rawlings, Louis,*** Librarian, Roosevelt, Utah 84066

25, ***Rigel, Sister Teresa,*** Librarian, Pine Ridge, South Dakota. Holy Rosary Mission, Pine Ridge, South Dakota

26. ***Schultz, Geraldine,*** High School Librarian, Mayetta, Kansas. Route 5, Topeka, Kansas 66618

27. ***Stewart, Joyce,*** Librarian, Harrah, Oklahoma. 3812 S. E. 26th St., Oklahoma City, Oklahoma 73115

28. ***Ward, Sister Cecilia A.,*** Teacher, Social Studies, Jasper, Indiana. 1020 Kundek Street, Jasper, Indiana 47546

Institute Participants